

INTERNATIONAL RESCUE COMMITTEE

PROGRAM FOR AFGHANS



**3RD QUARTERLY REPORT
July - September 1990**

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By the end of September, work neared completion on most of the seven storage buildings which RPA-assisted shuras are constructing. Shuras will use the storage buildings as grain banks to manage community projects.

Cover: Textbooks, published and distributed by IRC, provide many Afghan children with the only opportunity that they will have for education as refugees. This quarter, IRC distributed almost 16,000 textbooks to refugee schools.

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INTRODUCTION

During the third quarter our management staff have begun planning and budgeting for the upcoming year. Project proposals have been drafted and preliminary contacts with our family of donors have been made. Through this exercise, it has become apparent that while the level of total funding will remain roughly the same next year, funds for refugee communities will be diminishing while working cross-border in Afghanistan is taking a greater priority.

Accordingly, though IRC's refugee population remains the same and the conditions necessitating their refugee status have not changed, IRC's program for refugees is being trimmed substantially. The number of medical teams serving refugee camps has been reduced by 33%, our income generation projects may be totally cut and two of our schools have been closed to new admissions. In each case, the need for these services would have otherwise reached new heights by 1991. To take educational programs as an example; there were 328 applicants for 18 openings in IRC's Experimental School, 150 applicants for 16 openings in IRC's Women's Health Educator Training Program and 531 applicants for 39 positions in our Construction Engineering Program.

With increasing demand and diminishing funds for refugee programs, IRC must re-establish priorities. Accordingly, we are giving additional priority to primary health care approaches to community health. IRC's primary education programs, which cost a mere 8% per student of our higher level programs, are also being prioritized. Programs which train teachers from Afghanistan are being emphasized. We are looking into ways in which profitable income-generating projects can finance income-generating projects targeting vulnerable groups such as orphans, the handicapped and widows.

While refugee programs are being trimmed and re-prioritized, IRC's cross-border Rehabilitation Program for Afghanistan (RPA) is also being given renewed attention. RPA's basic operating premise - that RPA should identify, develop and work through indigenous community councils (shuras) - will remain the centerpiece of the program with the continuation of the Shura Management Training Unit. At the same time, we are looking at ways to expand the scope of the program to enable us to include community education, primary health care and income generating projects along with our current agriculture, EPI and veterinary projects.

Though the decrease in funding for refugee programs is of serious concern to the IRC team here, we believe that through re-setting our program priorities we can maintain an effective level of support for the Afghan communities we serve.

Peshawar, November 30, 1990
Randolph B. Martin, Country Director

REHABILITATION PROGRAM FOR AFGHANISTAN

Introduction

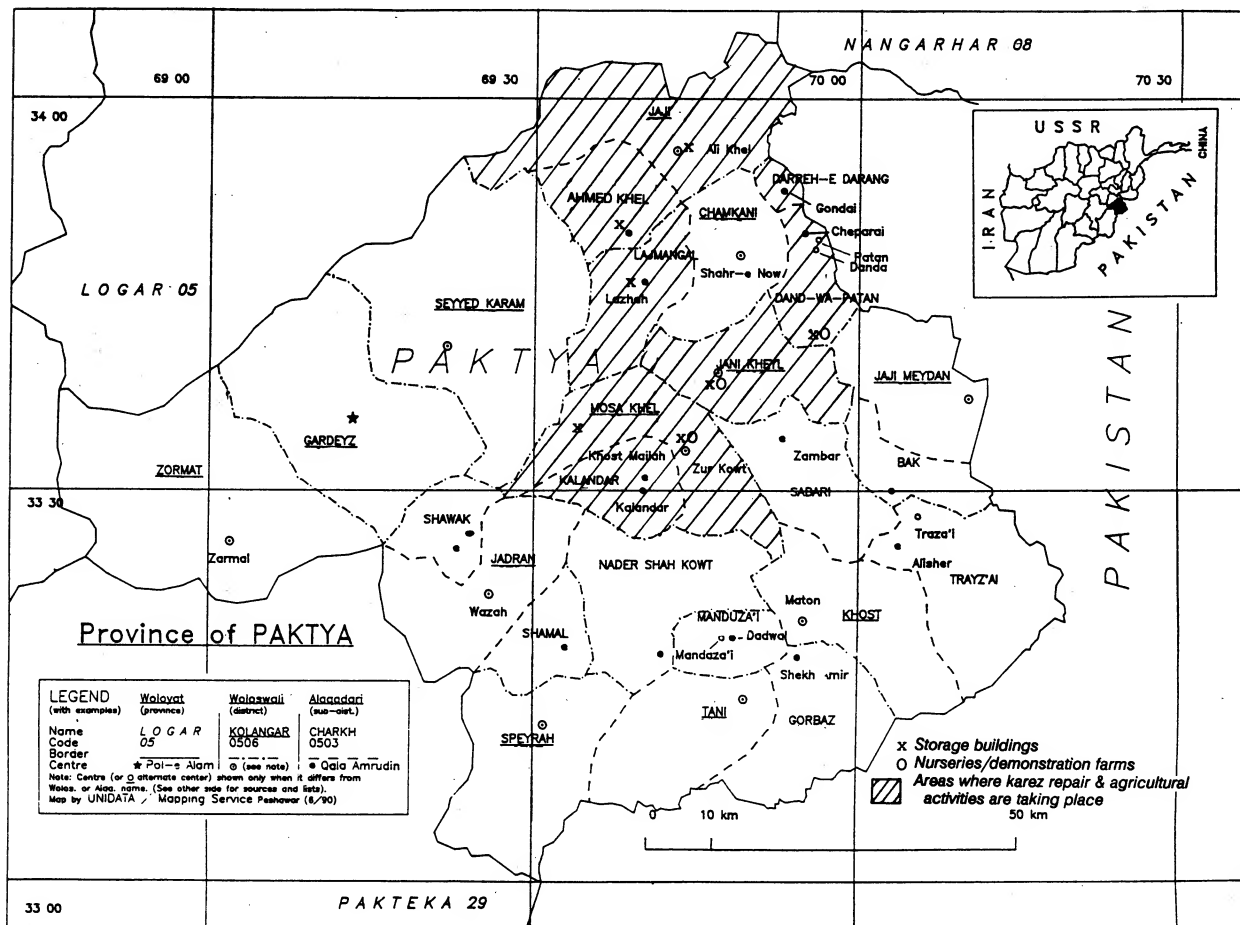
The objective of the Rehabilitation Program for Afghanistan is to assist Afghan communities rebuild the infrastructures necessary for agricultural development. RPA Initiates its projects by working through shuras, the councils which govern Afghan villages. Together, shuras and RPA rebuild irrigation systems, construct storehouses for grain and seed, and start related projects such as nurseries, seed multiplication programs, demonstration farms, immunization projects, and clean water systems. Once farming communities have the ability to cultivate fields again, refugees in Pakistan will have the option of returning to a home in which they can support themselves and their families.

Shura Management Training Unit

The success of all of RPA's projects in Afghanistan hinges upon community management of projects. The Shura Management Training Unit (SMTU) trains shura representatives in all aspects of program management from needs assessment and proposal writing, through program implementation, monitoring and evaluation.

One aspect of the training curriculum for shura members includes writing practice proposals. This quarter, shuras submitted three such proposals. SMTU trainers have analyzed the proposals, and from them gauged the effectiveness of the training curriculum. After discovering a weakness in the budget planning sections of the practice proposals, the SMTU trainers designed a one-week budgeting course for eight field (shura) administrators. The administrators are now revising the budgets of the practice proposals.

Aside from this special course, however, the summer quarter is generally slow for training. Instead, SMTU focussed more on staff and curriculum development. Five new SMTU trainers underwent orientation and teacher training this quarter, more than doubling the staff for a new total of nine. All the staff members work in Afghanistan as well as at the Darsamand training center in order to help identify problems and provide constant feedback for training and implementation. In August, monitors reported that the lack of site-offices in the villages discouraged



proper record-keeping and the use of pay-sheets, purchase order and karez lease forms. RPA has therefore decided that field administrators can use the small rooms attached to the storage buildings as offices when the buildings are completed (see Irrigation and Construction). Finally, the Darsamand center purchased a Pushto word processor and began training staff members in its use. This new software will allow the staff to alter the curriculum quickly and easily, making the training courses more flexible for differing needs.

In addition to training for its own programs, SMTU has training contracts with other NGOs. This quarter, a 2-week administrative system training workshop was held for 20 VITA field workers. Such programs provide funds which help to keep the SMTU program operating.

Irrigation and Construction

Irrigation and construction projects progressed well during the busy summer months. The majority of projects are related to Irrigation, as it is the foundation for the agricultural infrastructure. Since the project began in 1988, shuras working with RPA have completed 39 karezes which have benefited approximately 6,500 families. Currently, shuras and RPA are repairing 52 karezes in Paktya and 26 in Paktyka. When completed, these ongoing projects will benefit an additional 5,370 families. In Ali Khel, monitors reported that 10 families have returned home as a result of the repaired karez.

Shuras, with the help of RPA, are also completing seven storage facilities in Paktya province. Communities will use the buildings as local grain banks. As mentioned earlier, small rooms



Farmers repair irrigation canals in Paktya province.

attached to the storage buildings will serve as site offices for the projects.

Agriculture

Through a combination of technical advice and initial inputs, RPA's agricultural sector helps shuras establish internally sustainable rehabilitation programs. Different aspects of the program include improved wheat seed distribution and the establishment of seed multiplication farms, fruit tree nurseries and demonstration/experimental farms. Sensitivity to cultural, economic and political factors, which often vary from tribe to tribe and region to region, are fundamental to RPA's approach. All of RPA's agricultural field staff are Afghans who are aware of local constraints and have designed and implemented RPA's projects in a culturally appropriate manner.

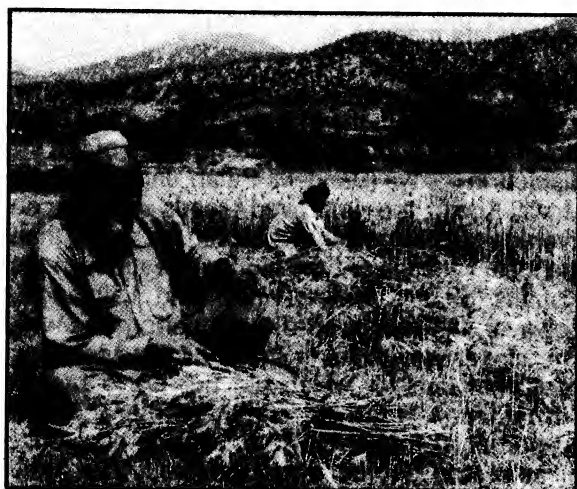
Wheat: This quarter, farmers harvested the winter wheat grown from the 575 tons of improved seed which RPA distributed last fall. In three of the six districts in Paktya (Dand-wa-Patan, Jani Kheyl and Mosa Khel), the improved seeds yielded an average of 270 kgs/kerib (2,000 sq. m.) more than the local varieties. At the higher elevations in the districts of Jaji, Hasan Kheyl and Lajmangal, however, the new seed did not perform as well. The higher elevations in these districts required additional fertilizer which did not arrive by the critical time last fall. In preparation for the next season of winter wheat, RPA has shipped 340 mt of seed and 340 mt of fertilizer to these three districts as well as to new projects in Urgoun, Paktyka.

Maize: Plans to implement 60 private maize multiplication farms progressed this quarter. RPA has already given an initial input of seed and fertilizer to ten farmers in each of the six districts in Paktya. After the harvest, RPA has promised to buy 15 mt back from the private multiplication farms. This maize will then be given to shuras to use for in-kind payments for other projects. For example, shuras can pay laborers on the fruit tree nurseries with this maize.

RPA also has plans to implement community run seed-multiplication farms. Field staff have arranged contracts for renting land. The yield from these community multiplication farms would go directly into the grain banks. Shuras could then pay for all its programs, rent, labor costs, etc. from its own multiplication farms and would no longer require inputs from RPA, thus contributing to the sustainability of the project.

Fruit Tree Nurseries: Flooding from upland areas has devastated much of Afghanistan's agricultural

production. Just this year, for example, approximately 25% of RPA's maize multiplication crop was lost due to flooding. In addition, irrigation systems are experiencing accelerated siltation problems. This unusually excessive flooding has been caused by the rapid deforestation of upland areas. Lack of control on timbering for export to Pakistan is one of the biggest causes of this deforestation, although bombings and napalm have compounded the problem. To combat this, RPA has established tree nurseries in three districts. These nurseries are currently involved in a one-time, short-term distribution of saplings to farmers. In the future, the nurseries plan to sell tree cuttings at subsidized prices.



Paktya: RPA-assisted farmers harvest winter wheat grown from the 575 tons of improved seed which RPA distributed last fall.

Also this quarter, field staff and administrative staff completed all the preparatory work for a proposal to establish seven more nurseries: local shuras were contacted and consulted, appropriate land was surveyed, and contracts for lease were drawn up. RPA has submitted the resulting proposal, and is waiting for approval.

Demonstration Farms: Organized in conjunction with the tree nurseries, the demonstration farms provide a place for farmers to learn about new seed varieties and cultivation techniques. Individual farmers can later decide if they want to buy seed and fertilizer at subsidized prices. Additional demonstration projects such as poultry, fisheries, bee-keeping and silk production are under consideration for 1991.

Medical

The majority of RPA's medical sector works on

training, supplying and sending vaccinators into Afghanistan. RPA also trains sanitarians, microscopists and dental paramedics. All these programs attempt to reverse the debilitating interruption of what few medical services were available to Afghans before the war.

Vaccination Program: RPA's vaccination program aims to reverse the effects of the decline in health services and to specifically focus on reducing the high rate of child mortality. This quarter, three vaccination teams went into Mosa Khel, Ahmed Khel, Dand-wa-Patan and Lajmangal districts. Over 12,000 women and 12,000 children received vaccinations (Appendix I, Table 1 gives details of the vaccinators trips to Afghanistan).

Twenty-two vaccinators also completed their training in cold chain maintenance this month. The cold chain consists of centralized storage facilities called the "freeze point," and the insulated cases used for keeping vaccines below critical temperatures in the field.

Medical Training: Nine microscopists completed different levels of training this quarter. The various courses cover general laboratory procedures (safety, first-aid, etc.), identification of intestinal parasites and include an Introduction to hematology and urinalysis. All the courses emphasize hygienic and sterile control. In addition to these traditional microscopist topics, trainees are also taught to identify and give advice about simple public health issues such as personal hygiene, nutrition, etc. This supplementary training is part of the curriculum so that the microscopists can act as community health educators. All of RPA's training corresponds to WHO's objectives for field microscopists. The RPA training advisor assisted in the writing of the microscopist training curriculum which WHO has adopted.

The training of Freedom Medicine dental technicians began this quarter. In total, 43 students began learning both in the classroom and from one-week practical training sessions. During practical training, 640 Afghans were treated for dental ailments.

Sanitation and Water Supply: During this quarter, the six sanitarians chosen earlier in the year completed their training and went to Afghanistan to survey sanitation needs. They randomly chose 10 families in 15 villages in each of the six Paktya districts or sub-districts: Dand-wa-Patan, Mosa Khel, Jani Khel, Ali Khel, Ahmed Khel and Lajmangal. Results from the survey indicate that two-compartment latrines would be most appropriate. At any given time, one of the

compartments is in use, and the other remains covered for approximately six months. At the end of six-months, the closed latrine is cleaned out, mixed with vegetable waste etc. and then used as fertilizer. The sanitarians are learning how to construct two-compartment latrines and will be developing models with locally available

resources. If the village opts to build the latrines, the villagers themselves will become responsible for the program, although the sanitarians will advise construction and inform the village about hygiene and communicable diseases.

HANGU MEDICAL PROGRAM

Introduction

The Hangu Medical program, which began in 1980, has developed from two mobile units into a preventative and curative program serving over 200,000 refugees in the Kohat district. The general goals of the program are:

- to improve general health through preventative community education and involvement, focussing on water supply and sanitation;
- to concentrate on children and pregnant mothers by providing ante-natal care, nutritional education, and immunizations; and,
- to provide standard curative and dental care at BHUs.

This quarter, the BHU teams were busy with infectious diseases, particularly prevalent during the hot summer months. There were, for example, over 5,000 cases of diarrhoea/dysentery in each of the three months this quarter. In addition, despite an insecticide (fenithrothian) campaign in the second half of the quarter, the number of malaria cases remained high.

In addition to the routine services provided by the BHUs, an eye specialist team from Serve visits Hangu once a month. The eye doctors treat most patients in Hangu but send some to Peshawar for further treatment. On average between 100 and 120 patients receive care per month.

Finally, up until September, the BHU at Naryab clinic was operating out of old, used tents. In September, a kacha building (traditional mud brick building) with four rooms and veranda space was completed.



BHU doctors diagnose patients referred to them from volunteer Community Health Workers (CHWs).

Tuberculosis: For the third time this year, the Italian Development Corporation's (ICD) TB unit visited IRC supported camps. ICD has a specialist and a mobile X-ray unit which tests for and treats TB. This quarter, sputum exams and X-rays confirmed 56 new cases (22 pulmonary pos., 17 pulmonary neg., 17 and extra-pulmonary). Forty other patients completed their treatment. The loss rate is 7.5% and the defaulter rate is 9.3%.

BASIC HEALTH UNITS

Main Clinics

A population survey this summer revealed that the 13 BHUs serve a population of 199,780. In total this quarter, refugees visited the BHUs 143,261 times. BHU doctors diagnosed the major diseases as follows:

<u>Disease</u>	<u>Incidence</u>	<u>Percent Of Total</u>
Diarrhoea/Dysentery	18,498	12.9%
Skin Infections	21,382	14.9%
Upper/Lower RTIs	21,316	14.8%
Malaria	11,936	8.3%
Musculo Skeletal	12,785	8.9%

Malaria: From August 12 to September 14, IRC sanitarians took part in a residential insecticide campaign recommended by UNHCR/PDH. Sanitarians and Malaria Supervisors (MS) informed refugees about the precautions necessary for avoiding any harmful side effects from the spraying. For example, residents were told to remove any cooking utensils, pots, etc. from their homes before spraying. In total, 20,980 houses and 12,674 latrines were sprayed. Unfortunately, the campaign occurred late in the season. Overall, malaria figures for the quarter remained high, and the incidence of falciparum actually rose although this is normal for the beginning of fall. Lab tests confirmed 3,302 cases of vivax and 767 cases of falciparum malaria.

Referral Program

In total this quarter, BHUs referred 344 patients to hospitals, most often in Peshawar, but also to Kohat and the Freedom Medicine hospital in Thal. The referral cases break down into the following categories: 34% surgical, 30% medical, 6% OB/GYN, and 30% including children's diseases, E.N.T., eye, skin, and psychiatric ailments.

Dental Clinic

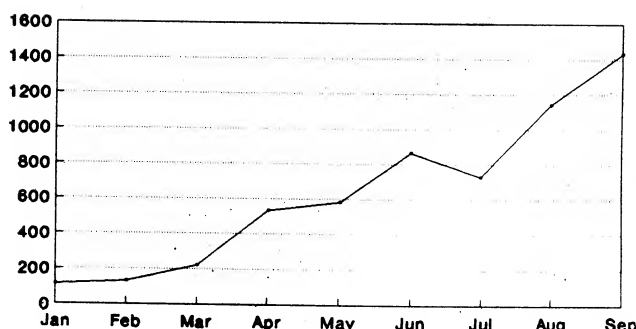
The dental clinic in Mohammed Khoja camp provides dental services for all the camps in Kohat District which IRC supports. This quarter, 926 patients attended the clinic; 73 patients had cavities filled, 67 had tooth dressings, 86 had scaling, and the other 506 had teeth extracted. An ongoing dental survey is gathering information about the oral condition of refugees.

Expanded Program for Immunization

The focus for the EPI program is to immunize children under one year of age for the six target diseases (TB, pertussis, polio, tetanus, measles and diphtheria) and women of childbearing age (15 to 45) against tetanus toxoid. The program also immunizes under-fives but centers more on the under-ones. In September, in order to assess the extent of coverage to date, EPI staff surveyed 75 homes. They recorded the following statistics for 176 under-two year-olds and women between 15 and 45 who lived in the homes. They found 139 had been fully immunized. Of those not immunized, 13% claimed that they did not understand the need for immunizations at all, or were unaware of the 2nd or 3rd doses. Others failed to complete their immunizations because they lost their cards, the place of immunization was too far away and the lines were too long, and/or the mother was too busy. Approximately 40% of those partially immunized were simply waiting for their remaining immunization date(s) to arrive. Overall, the EPI program is roughly on

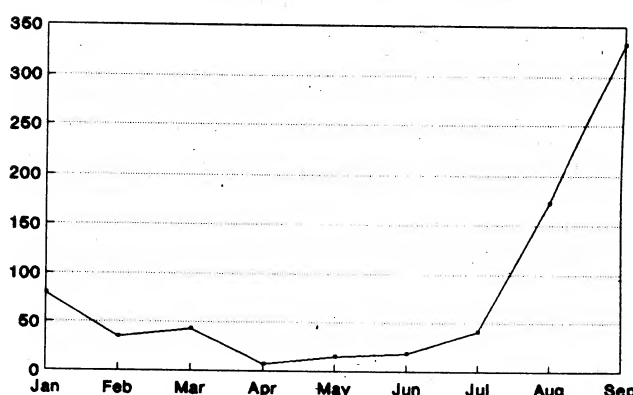
Malaria 1990

Vivax: Jan - Sep



Malaria 1990

Falciparum: Jan - Sep



target, but the cooperation of the CHWs and FHWs has been re-emphasized in order to motivate the population.

Maternal-Child Health

The Maternal-Child Health (MCH) program provides primary health care to pregnant women, lactating mothers and children under five years old. This includes educating and vaccinating pregnant women, vaccinating new-borns, aiding in delivery, and providing nutritional education. Statistics for all the MCH sub-programs are given in Appendix II, Table 1.

Ante- and Post-Natal: To reduce the dangers of delivery, FHWs and other health-care workers in the community encourage pregnant women to visit the ante-natal clinic. This quarter, 1,532 new pregnant women registered in the program bringing the total to date to 4,128. This is about 82% of the total target population. Out of 1,232 reported births this quarter, 903 were registered. Trained health workers and/or MCH staff attended 33% of these registered births.

After delivery, new mothers visit the post-natal

clinic to ensure that no complications have arisen with either her or her child. The women also learn about nutrition, hygiene, and breast feeding. 518 new mothers visited the post-natal clinic this quarter, which is only about 28% of the total number of new mothers. Discussions are underway as to how to increase this attendance figure.

Under-fives' clinic: The under five clinic provides growth monitoring, immunizations and education on nutrition, breast feeding and control of diarrhoeal disease. Mothers are instructed to bring in their children for monthly check-ups and immunizations whether the children are ill or not, but the clinic also provides some curative services for simple illnesses. In many cases, the mother will bring in the child because of illness, but then learn about immunizations, growth monitoring, etc. By the end of the quarter, 4,119 children were registered in the program.

Nutrition Education and Home Visits: This program focuses on malnutrition among refugee children. Education sessions in the BHUs, cooking demonstrations with local foods (mothers can take home sample ingredients afterwards), and visits to children's homes all contribute to the elimination of childhood malnutrition. Educating the whole family about malnutrition during home visits is particularly important because all family members play a role in a child's upbringing. Fathers do all the food shopping, for example, and a new mother's mother-in-law may have the most control over a child's care.

Out of 2,708 registered children, 2,061 attended the program regularly; 309 signed up for the first time this quarter. 60% of the children gained weight, 24% lost weight, and 16% remained the same. The program discharged 78 recovered, healthy children. Nutrition educators made 805 home visits.

Laboratories

With the hot summer months and the high rate of malaria, diarrhoea and dysentery, the field labs were worked to capacity this quarter. Technicians examined 11,936 slides for malaria, and 1,437 sputum slides for confirmation of tuberculosis. 5,134 stool, blood, and urine samples were also tested this quarter.

PUBLIC HEALTH PROGRAM

Community Health Worker

Community Health Workers (CHWs) performed standard duties throughout the quarter, encouraging eligible family members to get immunized, educating families about personal health care problems, and referring people to the

BHUs. CHWs link the BHUs and the community by disseminating information about the BHUs and by encouraging refugees to utilize the various health services offered.

The CHW program aims to make one CHW available for every 30 families. First-time training this quarter kept the number of CHWs at the target level, and refresher courses ensured that skills were up to date. In September, 29 new CHWs completed their training, and over the quarter, 118 CHWs attended refresher courses. Currently, 25 CHSs and 814 CHWs are working in the refugee communities. Overall this quarter, they visited 58,316 refugees and referred 35,612 to BHUs. The BHUs, in turn, referred 1,314 patients back to CHWs for follow-up care and monitoring (see Appendix II, Table 2). Two more Community Health Supervisors (CHS) are undergoing training; they will begin work in October.

Female Health Worker

Female Health Workers (FHW) play the same linking role between the BHUs and the community



IRC lab technicians examined over 13,000 slides for malaria and tuberculosis this quarter.

as CHWs, but with a special emphasis on women, pregnant women and young children. Great care is taken to avoid bringing unnecessary attention to this sensitive women's program. Training classes are given to women in refugee homes and are approved by the camp religious leaders or "mullahs." Many of the (male) CHSs continue to donate the use of their homes as training centers.

This quarter, 349 practicing FHWs attended refresher courses. By the end of the year, all currently active FHWs will hopefully have attended refresher training. The delivery kits of those attending the refresher courses had their missing items replaced. Twenty-eight new women this quarter became FHWs and another 37 are still undergoing training. See Appendix II, Table 2 for details.

Sanitation

In addition to regular activities this quarter, sanitarians participated in the residential spraying campaign for malaria (see Main Clinics, Malaria). Otherwise, the 19 sanitarians carried on providing potable water and encouraging proper disposal of human and other waste in order to retard the spread of communicable diseases. Appendix II, Table 3 lists statistics for all of Sanitation's activities.

Water Supply: Most notably this quarter, the Sanitation program oversaw the construction of 15 surface tanks in Mohammed Khoja, Dallan, Kotki 1, and Doaba. Also this quarter, the water tanker made 371 trips to Lakhti Banda and Kotki. Well-crews improved 27 shallow wells and maintained 105 others. In order to maintain and improve these wells, the program had 259 rings and 39 posts constructed. The program also constructed and replaced PVC and GI pipes as part of its routine maintenance.

Latrine Construction: Over 530 latrines were built this quarter. All these latrines have proper ventilation and covers to minimize the opportunities for the transmission of disease through flies and general unsanitary conditions. Much of the construction occurred in Shin Dand, the youngest of IRC supported camps, because a large number of unsanitary, above ground latrines had been built there. Many families wanted to replace these latrines, for which SRP's



The Sanitation program provides potable water for refugees who often have no other source during the hot, dry summer.

sanitarians provided technical support, although the families themselves provided the labor.

Health Education Sessions: From August 12 to September 14, sanitarian educators assisted the malaria spraying campaign by educating refugees about how to make the spraying effective and how to protect themselves. Otherwise, there were 828 hours of normal health education sessions held in BHUs and other communal locations, excluding schools which were on summer vacation.

Other Activities: Vector control activities this quarter included filling in 56 stagnant ponds, treating 138 with kerosene and draining 85 others. Miscellaneous waste was either burned, buried, or removed from over 150 sites. Cleaners removed waste from around 353 wells, 71 surface tanks, and 24 springs to prevent contamination.

LANGUAGE DEVELOPMENT PROGRAMS

ENGLISH LANGUAGE PROGRAM

Introduction

IRC's English Language Program (ELP) is a self-help effort by Afghans for high-intermediate and advanced English instruction. English skills enable refugees to find better jobs and thus improve their living conditions in exile. ELP graduates are also one of the principal sources of manpower for NGOs and the Afghan political parties. In the future, Afghans with English skills will be able to contribute to the reconstruction of Afghanistan.

This quarter four ELP staff members won scholarships to either the United States or Canada for further study. These scholarships are indicative of the quality of training that ELP offers, and, more importantly, provide young Afghans the opportunity to learn skills which will be necessary for rebuilding their country.

Regular Instruction

This quarter, 801 students registered for 40 level III, level IV and advanced classes. Out of this number, 25 students qualified for some sort of scholarship, either from political parties, the Afghan Interim Government (AIG) or IRC/ELP. The rest of the students paid Rs. 300 to enroll. By the end of September, the students had taken Test A, the first of three full tests given throughout the semester. Appendix III, Table 1 lists the enrollment and test A results.

This semester, ELP did not offer classes below level III because of the increasing demand for upper level English classes, for which ELP is one of the few institutions. As one student from the advanced level at ELP said, "My English skills are not satisfactory for me. Particularly my writing skill is not good enough to translate or write something in good English. This is the problem about which I will be faced when I work during the term of the reconstruction of my country Afghanistan." ELP plans to focus more on high-level English while the Outreach programs run by the English Training and Development Program (ETDP, see below) handle the lower levels.

Teacher Training

Even though the master teacher trainer spent two months of this quarter in England at a training program, senior teachers ran two training seminars. Twenty-three ELP teachers attended each seminar, one on a new listening comprehension game, and the other on the principles of paragraphs.

English for Special Purposes

This division of ELP provides support for and/or establishes English classes for NGOs and other organizations. This quarter, 40 employees of the Norwegian Refugee Council (NRC) began taking lessons in three classes: beginner, level I and level II. Other organizations already involved in the program requested courses which focused more on technical subjects such as medicine. See Appendix III, Table 2 for a listing of organizations and enrollment.

Afghanistan Packing Program

This program, which was designed to support English training in Afghanistan itself, established its first class in Mormal, (Balkh province) Afghanistan this quarter. All the students in the beginner class there completed it successfully and have since begun the successive level I course.

ELP is also planning a winter seminar for English teachers in Afghanistan. This seminar, which will last two or three months, will not only expand the teaching methodologies of teachers in Afghanistan, but will improve their English skills as well.

ENGLISH TRAINING & DEVELOPMENT PROGRAM

Introduction

The English Training and Development Program (ETDP) is a community program which directs its support to refugees living in the camps. Its goal is not merely to give language instruction, but to encourage communities to initiate and develop English programs which will ultimately become independent. ETDP operates Outreach English classes and supports party and commissionerate schools with administrative advice, textbooks, teacher training and monitoring. ETDP also operates the Hangu English Language Program.



One of the weekly teacher training sessions for teachers at the Hangu English Language Program.

FOR THE FUTURE OF AFGHANISTAN

One of IRC's strategies is to promote Afghans to higher levels of responsibility. This facilitates implementation of programs both in Pakistan and Afghanistan for a number of reasons. Afghans are more likely to develop programs more appropriate for their communities. Afghans will also be able to transfer their programs to Afghanistan more smoothly and with a greater understanding of how to make their programs reach the intended recipients. The management experience which Afghans gain here in Pakistan will benefit them as they set up programs throughout Afghanistan in the years to come.

Hazrat Omar, now the manager of the English Training and Development program, is an outstanding example of this policy. He arrived in Pakistan at only 16 years of age with more than his share of adult responsibilities: "I faced two big problems; to complete my education and to earn a living for my family, because I was the oldest son. The second was problem was a very crucial one for me. I eventually started work as an accountant for only Rs. 400 (\$20) a month."

He felt, however, that this job provided only a meager amount of support for his family, and more importantly did nothing to help the suffering of his countrymen. Instead, he became a teacher at one of the refugee primary schools and, at the same time, continued to pursue his own

education. He worked on a degree at the Peshawar Teachers' Institute and also studied English at IRC's English Language Program.



It was at this English class that IRC first recognized what his talents, energy and commitment had to offer Afghan refugees. Soon, he was teaching the same class in which he had originally enrolled. From there, he became the head of the language department at IRC's Experimental School and then a teacher trainer for the English Training and Development program (ETDP).

This year, Hazrat Omar became the manager of that program. When he first started this job, ETDP oversaw 16 Outreach English courses reaching approximately 2,000 students. By the end of the quarter, he was administering 23 Outreach classes, including the Hangu English language center, with a total of 5,916 students.

Today, it is with committed staff like Hazrat Omar that IRC is able to do what it can to help Afghan refugees. In the future, it is people like Hazrat Omar who will rebuild Afghanistan.



The Outreach program continued to expand, reflecting the demand for English language instruction. Four new Outreach courses opened up this quarter so that now, in total, the Outreach program teaches over 5,900 students.

Outreach Programs

The Outreach courses finished their second semester of the year in mid-August. The third term began later in September with the addition of four new programs, all of which are located in outlying areas. At the beginning of the semester, ETDP gave each of the courses books, cassettes, quizzes and other supplementary teaching aids. In between the two semesters, ETDP ran a week-long teacher training workshop which supplemented the weekly Thursday sessions. Teachers who had not had the opportunity to attend a workshop before, or who had displayed weaker skills during observation attended the session.

During the quarter, each of the programs and all 160 teachers were observed at least once to monitor the quality of the courses and to answer any questions which teachers may have. See Appendix IV, Table 1 for enrollment details on the Outreach and Graduate Outreach programs. Table 2 lists teacher training activities for both the Outreach and Hangu English language programs.

Although the program has continued to expand, there were some cutbacks made. Outreach programs at the Experimental School and the Mujahid Press Agency were closed because of disinterest on both the students and administrators part. A request for a course in Quetta had to be denied because of the lack of competent English teachers.

The Graduate Outreach program was started last quarter to provide supplementary training for Outreach graduates whose skills were not good enough to be competitive at the ELP in Peshawar.

In July, the Graduate Outreach program prepared for another semester by giving its placement test for 450 new students. Just over 200 students passed the test and registered for the course. 200 previous students also enrolled, bringing the total enrollment to 400 in either level III or IV.

Finally, the Asia Foundation provided the program with 60 English books, and in cooperation with United States Information Service, they have promised to provide more books appropriate for use in the camps.

Hangu English Language Program

This quarter, Hangu ELP grew by almost 9% to a total enrollment of 547 for the new semester. Despite this expansion, Hangu ELP is running smoothly and quality continues to improve. Regular weekly in-service training plus supplementary workshops on holidays and in between semesters has added to the teachers' skills and the quality of the program. Hangu ELP currently employs 17 teachers. Classes are held in six locations in the Kohat district. Appendix IV, Table 3 lists statistics.

Inter-Party and Commissionerate Schools

ETDP teacher trainers visited two secondary schools in Bajawar this quarter. They observed English classes and answered methodology and grammar questions for the teachers after class.

JOURNALISM

Introduction

The Journalism program teaches Afghan men and women basic news-writing, concomitantly increasing students' awareness of the world and fostering objectivity. It aims to produce graduates who can begin work as journalists or translators, potentially making contributions in these fields when they return to Afghanistan.

Toward this goal, students study writing techniques for news and feature stories in English while strengthening basic skills in grammar and punctuation. Students also study note-taking, interviewing and story organization.

Classes are taught primarily in English, but at least one day each week is devoted to Dari and Pushto. Native language study gives students added confidence, strengthens weak native language skills and helps prepare them for a journalism career. Advanced-level students also learn basic black-and-white photography. The program publishes two newspapers, Bouquet Among the Ashes (English), and Naweed e Fatah (Dari and Pushto), during the school terms.

Academic

In July, students took final exams for the semester which had started in May. 92% of the students passed (see Appendix V, Table 1). The next term began on August 12, with three new local teachers, including one woman photography teacher. There are now 37 students enrolled in the program: 30 men and 7 women (see Appendix V, Table 2 for details on enrollment).

This quarter, the women's course moved from the Women's English Language Program to a larger classroom at the Women's Health Education Training building. The women's course also bought a new television and VCR, making ABC news and other videos more regularly available.

Unfortunately, the work study program for men's level III and IV had to be suspended for two weeks in August due to budget cuts. Work study resumed in September, but at a reduced number of hours per student. In addition, the number of work study students will be cut in half after this term in order to accommodate the budget.

DARI/PUSHTO TRAINING AND DEVELOPMENT PROGRAM

Introduction

The goal of the Dari Pushto Training Development Program (DPTDP) is to develop the national languages of Afghanistan. Working in native languages helps refugees retain a sense of their culture while living in Pakistan and will aid in the future rejuvenation of Afghanistan. DPTDP realizes these goals by training mid-level Dari and Pushto teachers, providing a quality translation service which also provides jobs for Afghans using Dari and/or Pushto, and developing writing texts and workbooks for boys and girls schools. This quarter, DPTDP ran its first teacher training seminar which concentrated wholly on student-centered training techniques.

DPTDP also operates a news-clipping service for Afghanistan-related articles. It earned Rs. 17,750 (\$807) this quarter.

Dari/Pushto Teacher Training

Because the teacher training seminar offered this summer was the first of its kind, a considerable amount of time and energy was expended on pre-training the master trainers. Master trainers not only attended teacher training workshops which emphasized student-centered techniques, but they also observed teacher training workshops given by other NGOs. At the end of their own training, the master trainers wrote a pilot curriculum for the August seminar.

Forty-three teachers applied for the seminar and

34 were admitted into the two classes, one for Dari and one for Pushto. The teachers attended the course three hours each morning for nine days. During one portion of the seminar, the master trainers introduced the new workbooks for 7th and 8th graders which DPTDP had developed. About 200 sets of teachers manuals and children's workbooks were distributed to teacher trainees to use in the fall semester.

At the end of the nine days, the master trainers and the teachers went into the field to compare the new methods they had learned with those most commonly used. At a graduation ceremony honoring the 28 teachers who successfully completed course, one teacher remarked "We have never had such a busy seminar which could give more than 70% of time to its participants." DPTDP hopes to follow-up the seminar by visiting all the participants in their schools in the coming semester.

Routine teacher training also continued throughout the summer for secondary teachers of Dari and Pushto. There were four in-service training sessions lasting 25 hours each and one 24 hour training seminar in Hangu (see Appendix VI, Table 1 for details).

Translation

As a result of the distribution of over 500 advertisements, DPTDP's translation operations continued to grow this quarter. Over 25 organizations sent documents for translation keeping 15 translators busy throughout the quarter. The items for translation were most often training manuals or technical documents.

Translators often had a difficult time choosing the appropriate term for an English word that does not really have an equivalent in Dari or Pushto. As it is important that there are some standards for translating, especially for semi-technical terms, many translators spent a lot of time in consultation with other translators and NGOs. To facilitate this information sharing process in the future, DPTDP is considering holding a one-day seminar for approximately 80 translators.

Also this quarter, DPTDP commenced its "Art of Translation" classes, but by the end of the quarter attendance had dropped by 40%. This course is being re-evaluated.

Finally, a new Dari/Pushto word-processing package facilitated all work at DPTDP this quarter, especially for the translation service. A donation of dictionaries by the Asia Foundation also aided in the translators work. In total, the translation service earned Rs. 41,975 (\$1,908).

PUBLIC ADMINISTRATION PROGRAM

Introduction

The Public Administration (PA) program trains Afghans in administration, management and office skills. Originally, the PA program provided this mid-level training for Afghans already working for NGOs or the Afghan Interim Government (AIG) to improve their day to day effectiveness. Now, however, NGOs are sending their employees to PA more in anticipation of Afghanization. Even though PA itself will continue to offer mid-level management courses, this quarter it consulted with other NGOs about the establishment of a new, high-level management training program.

The PA program has two basic components: Intensive Courses and Semester Courses. Intensive Courses are for Afghans already working for an NGO who need to upgrade their skills, often in order to take on more responsibility. General students attend the Semester Courses in order to increase their marketability for NGOs aiding refugees and rehabilitating Afghanistan. This quarter, 65 staff members from 18 NGOs in Peshawar completed various Intensive Courses, and a certificate ceremony honored students who successfully completed Semester Courses in bookkeeping, management, typing and computers.

Finally, PA's Head Management Trainer attended a one-month tour of the United States under the United States Information Service's International Visitor program.

Intensive Courses

Afghans already working for NGOs attended courses in basic bookkeeping, management and report-writing. Special courses were offered for staff from the Mine Awareness Program (MAP) and from IRC's women's programs. See Appendix VII, Table 1 for enrollment details.

Semester Courses

By August 16, all the Semester Courses for the summer had been completed. Out of 279 students registered in all of PA's classes, 221 passed. For the first time, a certificate ceremony honored these passing students. From now on, PA plans to continue to host certificate ceremonies for successful students.

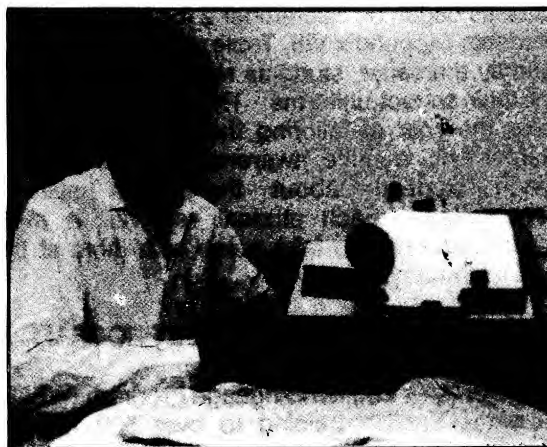
On September 23, the third semester for 1990 began. Out of 251 new applicants who took the entrance exam, 44 were accepted. 145 old and new students have enrolled in 169 class openings. The typing and computer classes filled up within three hours, reflecting PA's growing reputation as a computer and typing training center. Those

who were not admitted into the computer classes were enrolled in English-medium classes, giving them priority for the computer classes next semester. See Appendix VII, Table 2 for enrollment details.

Supplementary Computer Training/Development

Four staff members at Swedish committee received specialized instruction in WordPerfect 5.0. PA staff members themselves are undergoing training in MLS, a Dari word-processing package. Staff members are also utilizing their earlier training by computerizing records for all the students.

Finally, PA is researching the feasibility of a computer hardware and maintenance course.



The Public Administration program has a growing reputation as a computer and typing training center.

WOMEN'S EDUCATION PROGRAMS

Introduction

IRC has five educational programs for women which provide learning opportunities ranging from pre-school and primary education to specialized skills training for 12th grade and university graduates. All the women's programs work closely together and take special precautions because of the sensitivity of women's education. Three of the programs share a building isolated from any male programs, and all the programs provide transportation for their students. Overall, the programs reach literate and illiterate women from both rural and urban backgrounds. Students study in Dari, Pushto, and English. Over 1,500 Afghan women and girls participate in IRC educational programs, and the demand for existing and new programs remains strong among refugee women.

Although tensions remained high in the North West Frontier Province (NWFP) this quarter, compounded by the dissolution of the Pakistan National Assembly, the women's programs continued undisturbed.

Finally, after their tour of refugee programs last quarter, members of the Women's Commission for Refugee Women and Children met with the Senate Foreign Relations Committee and testified before the House Foreign Affairs Subcommittee on Foreign Operations. In their meetings and testimony, they emphasized that funding for refugees should be distributed so that women receive a more equitable portion of care than they have in the last decade.

LYCEE MALALAI

Introduction

Lycee Malalai is a girls secondary school providing culturally appropriate education to 218 refugee women. Students study science, math, Islam, Dari, Pushto, English, social science and home economics. In order to ease tensions inherent to women's education and facilitate communication between the school and the community, Lycee Malalai is co-sponsored by Jamiat-i-Islami, one of the Afghan political parties. This quarter, although no security incidents disrupted the school, Jamiat-i-Islami requested that the number of guards protecting the school be doubled.

At the beginning of the semester, the teachers met with Jamiat-i-Islami directors to discuss appropriate behavior for school staff. The meeting concluded with the following resolutions:

- teachers will wear the chaddar;
- teachers should not wear gold necklaces or rings;
- teachers should not wear nail polish or keep long nails; and
- inside cars teachers must cover their faces and restrain from loud laughter and talk.

Academic

Through July and August students were on vacation and staff prepared for the next semester. In August, two staff attended an administrative workshop at the cost of Rs. 500 (\$23) each. Two new English teachers were hired for the semester after taking an exam.

Classes began on September 2 for 185 registered students (Appendix VIII, Table 1 lists enrollment). Shortly thereafter, students received the material for their school uniforms. They are expected to bear the cost of tailoring the uniform. Also in September, a mine awareness team came to teach students about the mines still in Afghanistan. Each student received a mine awareness chart to take home with them at the end of the day.

WOMEN'S ENGLISH LANGUAGE PROGRAM

Introduction

The Women's English Language Program (WELP) provides English training to over 500 refugee women. This training expands their opportunities for employment in Pakistan, thus enabling them to improve the quality of their families' lives. The English skills acquired will also help them participate in the rebuilding of Afghanistan.

Academic/Staff Development

The first semester for 1990 (90-1) ended in July. The overall pass rate was 85.8%, although the average for just the advanced classes was only 58%. This lower rate indicates a need for more accurate placement and more advanced teaching methodologies.

On August 5, the new semester began with 371 students enrolled in levels I through V. An additional 134 students commenced the beginners' class on August 19, bringing the total enrollment to 508 (see Appendix IX, Table 1 for a class-by-class breakdown of enrollment). The high enrollment indicates that WELP has recovered from the slump in attendance caused by the security incidents which plagued the women's programs in the 2nd quarter. It also means, however, that WELP has had to hire less experienced staff because of their desperate need for teachers.

Those teachers who have attended teacher training workshops have a clear advantage in the classroom, and to ensure quality education teacher training must be ongoing. On July 24, nine students graduated from a teacher training program; all have since found work in the Peshawar area or gone on for further training. Another training seminar began on July 15th, including some of the previous trainees. This program ended in August, and five of the graduates, including both Pakistanis and Afghans, have been hired by WELP. WELP also hired two substitute teachers to free the Academic Manager from having to teach when teachers fail to show up without prior notice.

WOMEN'S HEALTH EDUCATOR TRAINERS PROGRAM

Introduction

The goal of the Women's Health Educator Trainers' Program (WHETP) is to train Afghan women as health educators who focus on community health, primary prevention, and the basics of epidemiology. WHETP was created because many traditional and cultural barriers prohibited women from taking advantage of the male dominated health care network. By training health care teachers WHETP hopes to improve the living environment, personal hygiene, and the nutritional status of Afghan women and their families.

Academic

After receiving 150 applications, the WHETP staff selected 16 new students by giving placement exams and interviews. Application required that the students have completed secondary school and literacy in Dari and Pushto, and interviewers tried to ensure that the students represented many different areas in Afghanistan.

Classes began on July 29, and currently 14 students are attending classes. In addition to regular class-work, throughout the quarter students have viewed films about health in developing nations (UNICEF), visited Khyber Medical College's anatomy section, undergone intensive mine awareness training, and observed live births at the Afghan OB/GYN Hospital.

WHETP has also continued to expand its role as a linking participant of the health care community. In July, WHETP introduced its health education lesson plan manual to eight agencies for field testing before final publication. WHETP has also distributed a description of the capabilities of a WHETP graduate in order to promote hiring after graduation. In addition, WHETP has encouraged agencies serving Afghans to address the need for quality health education.

WOMEN'S PUBLIC ADMINISTRATION

Introduction

The Women's Public Administration (WPA) program, which opened in 1989, offers courses in office skills and management. WPA provides training in typing, computers, bookkeeping, administrative English, and office administration so that refugee women can increase their professional opportunities and, in the future, contribute to the rehabilitation of Afghanistan. For example, of the 17 students who graduated from the 4-month public administration course,

approximately 65% are now working with Afghan refugee agencies. Also this quarter, WPA commenced its first advanced computer course for women already employed by NGOs.

Academic

This quarter, a graduation ceremony celebrated the conclusion of WPA's first public administration course. Of the 17 students who completed the course, 11 have found employment. The next 4-month public administration course, which meets three hours a day, four days a week, began on August 12. Over 200 women initially applied for the course, but only 22 could be admitted.

Afternoon typing and computer classes progressed smoothly throughout the quarter. On August 21, 21 students graduated from one set of afternoon typing and computer classes. In order to graduate, students had to type 25 words/minute and understand basic WordPerfect 5.0. Thirty-six new students had already started the next semester on August 5. WPA is working on a proposal for an advanced computer class.

New this quarter, WPA started its special training for women already working with NGOs. These workshops are designed for Afghan women who have contact with computers but who need to upgrade their skills. Six women are studying WordPerfect and three are learning MLS, the Dari word-processing package. In October, WPA will offer a Lotus 1-2-3 upgrading workshop as well.

Finally, three WPA staff members attended a 25-hour workshop this quarter entitled "Managing Yourself and Your Team" offered by men's PA.

KODAKISTAN EDUCATION PROGRAM

Introduction

In September, the Mother-Child Center program became the Kodakistan Education program (KEP). Because "kodakistan" means "place of children," the new name more accurately reflects the purpose and activities of the program.

KEP has three basic components. The first is a training program in Peshawar for Afghan women entitled the Early Childhood Education Training Project (ECETP). After graduating from ECETP, refugee women will have the teaching and administrative skills necessary for starting their own kodakistans in Pakistan and, later, in Afghanistan. Secondly, KEP runs a kodakistan in coordination with ECETP, giving trainees practical experience in teaching and managing a classroom. Finally, KEP runs two more kodakistans in the Kohat district, one in Kahi camp (1988), and the other in Shin Dand (1990).

At the end of the quarter, KEP submitted its proposal for the next three years. KEP's objectives as outlined in the proposal are to expand preschool opportunities to Afghan refugee children, establish a consistent, transferrable curriculum for ECETP and camp-based kodakistans, and provide employment opportunities for ECETP graduates. To reach these objectives, KEP plans the following activities for the next three years:

- provide assistance for ECETP graduates to establish kodakistans in their own communities;
- provide technical assistance for an outreach project in Islamabad;
- expand the resource center with a ECETP training manual and a children's storybook;
- continue to train Afghan women through ECETP; and
- continue to run the kodakistans in Kahi and Shin Dand.

All the staff members of the kodakistans attended weekly training sessions in Hangu, and all contributed in determining the direction that KEP will take over the next three years.



Many of the activities at the kodakistans are arranged so that older children act as leaders for the younger ones.

Early Childhood Education Training Project

During the month of July ECETP began its third 6-month training program. The curriculum covers such topics as language development, Islamic studies for pre-school children, pedagogy, psychology, and health and hygiene. In addition to one-and-a-half hours in class, ECETP trainees spend another one-and-a-half hours in a work-study section. During this session, trainees learn about and make appropriate learning aids such as large stuffed turtles, hand puppets and Afghan dolls. During the next three months, the ECETP

curriculum will be reviewed in preparation for the production of the new training manual.

ECETP Kodakistan

This quarter, the ECETP kodakistan increased its enrollment to 40: 15 pre-school and 25 kindergarten-aged children. A new pre-school teacher was hired so that the children could be split into two age groups. Ideas covered in the pre-school include environmental awareness and Islamic studies, as well as regular craft activities. Although the children are separated for part of the day, all ages interact in many of the activities. For example, older children lead exercises for everyone in the morning. At the end of the day, all the children participate in a story-telling session, one of the most popular activities. Children also learn both the Persian and English alphabets. Teachers keep a separate report on each child so that they can report on the child's progress to their parents. KEP is considering the expansion of the kodakistan even further in the future.

One visiting member of the Women's Commission on Refugee Women and Children remarked that the quality of the ECETP kodakistan was comparable to pre-schools in the United States.

Kohat Kodakistans

Staff from the Kohat kodakistans attended several teacher training and program development workshops. At the sessions, teachers practiced teaching and learned new sample children's activities. A 3-day training session in Peshawar is

being planned for the Hangu staff in early December.

Kahi Kodakistan: Attendance at the Kahi kodakistan decreased this quarter. On average, only 10 children, 30% of which were girls, came to the kodakistan each day. Meetings with the camp's religious leaders and elders are being held to determine if it will be possible to continue operations and what changes, if any, need to take place.

Shin Dand Kodakistan: Contrary to the Kahi situation, the Shin Dand kodakistan has enjoyed consistent and high attendance throughout the quarter. An average of 30 children come every day. Over 70% of the children are girls, and half are between the ages of six and eight years. Many of them bring younger siblings.

Older and younger children take separate lessons at the kodakistan, although many of the activities are integrated partially or wholly. Younger children play with toys, learn vocabulary of fruits and vegetables, count, and draw. Older children work on their alphabets (English and Dari) take Islamic studies and health lessons, and also draw, cut and paste. Both age groups enjoy story-telling, the last activity of the day.

During the last three months, teachers have emphasized child-to-child activities. Many of the older girls are particularly skillful at teaching the younger children the Pushto alphabet and how to count using an abacus.

SCIENCE AND TECHNOLOGY TRAINING

Introduction

The Science and Technology Training (STT) program encompasses seven projects, all designed to provide or support a broad range of science education for Afghan refugees. Some of STT's projects are concerned with secondary education, whether through its own Experimental School of the Sciences or by supporting other refugee schools with textbooks and lab equipment. Other projects focus on the development of the teaching profession: in-service teacher training is done for Afghan teachers from all over the NWFP and STT operates its own Teachers' Institute. Finally, anticipating the need for the future reconstruction of Afghanistan, STT offers post-secondary engineering training.

This quarter, the Construction Related Training for Afghanistan (CRTA) proposal, which will

supplement the current engineering programs, was approved. This proposal will fund a new set of courses entitled "Refresher and Professional Development Courses" (RPDC) which have not yet been fully developed. It has been determined, however, that short-term visiting professors from the United States will form a vital part of these new courses. STT has solicited the cooperation of several universities so far, including University of Nebraska at Omaha among several others (see report on RPDC below).

Also this quarter, STT agreed to cooperate with the Ministry of Education (AIG) in the fields of teacher training, textbook supply, curriculum development, and alternative energy. Finally, two secondary school teachers' training seminars were completed during the summer holidays.

CONSTRUCTION ENGINEERING

Introduction

In anticipation of the future needs for the reconstruction of Afghanistan, the Construction Engineering program offers a three-year university level engineering program. The program aims to provide the equivalent of Kabul University's civil engineering program before the Kabul regime closed it. Throughout the course, students not only learn theory in the classroom but, during summer break, gain valuable practical training with NGO projects in Pakistan and Afghanistan.



539 applicants sat for the Construction Engineering entrance exam; 39 were finally selected.

Academics

In August, the application and admission process began for a new freshman class. Out of 531 students who registered for the entrance exam, 39 were finally selected for the freshman class. This extraordinary demand for admission indicates the perceived need for the program in the community. The new students will begin their first pre-engineering courses on October 7, and will complete them in December. The 39 new students represent 20 districts in 10 provinces from Afghanistan.

By the end of August, sophomore students had successfully completed their two-month internships with NGOs. Their third semester began on September 2, and will continue until January 15, 1991.

Instead of regular summer internships, junior students attended a special summer training session designed in response to student input. The sessions covered word-processing, advanced mathematics and project design.

CONSTRUCTION SUPERVISOR

Introduction

The Construction Supervisor program offers 9-month and 18-month courses for training foremen.

As with the construction engineering program, the course integrates both theory and practice: after three months of classes, students work for one-and-a-half months in the field.

Academics

This quarter, 23 out of 30 students in the 9-month program passed their second semester exam. They are now in practical training in such areas as cost estimation, road surveying, earth work, masonry work, electric and plumbing drawings, and brick kilns. They will qualify for graduation once they complete their practical training.

Exams for the fourth semester were given in the 18-month program; nine out of ten students passed. After the exam, these students had their practical training with NGOs from mid-July until the end of August thus completing the curriculum and qualifying for graduation. Other students in the second semester of the 18-month program also took exams. Eleven out of 13 passed. Appendix X, Table 1 lists exam results for all students in the program.

Finally, one of the new graduates has been hired as a lab assistant. STT has distributed explanatory letters of introduction in an effort to help other graduates find jobs.

REFRESHER & PROFESSIONAL DEVELOPMENT COURSES

Introduction/Development

This new program, approved in July, is still in a developmental stage. A questionnaire developed in cooperation with IRC and the University of Nebraska has been distributed among the Afghan engineering community in order to assess needs. STT has hired an Afghan-American to head the program. In pursuance of its plans to have visiting short-term professors teach some of the new courses, STT has contacted several universities in the United States, including University of Nebraska at Omaha, the University of Cincinnati, Steven's Institute of Technology, Colorado State University, and the University of Wyoming. University of Nebraska at Omaha has agreed to help with the logistics of the visiting faculty. Several professors formerly of the faculty at Kabul University have also agreed to work with the program.

TEACHERS' INSTITUTE

Introduction

The Teachers' Institute trains qualified professional math and science teachers for refugee secondary schools. During their training students are given the opportunity to benefit from practice teaching in STT's Experimental School of the Sciences.

Academics

The institute was closed in July and August for summer vacation, although 20 students (11 in math/physics, 9 in chemistry/biology) received notice in July that they had passed their exams and qualified to graduate. Over the summer, budget cuts forced the school to redesign its curriculum. Originally a complete 2-year program, the courses have been readjusted to fit into two 9-month semesters (Appendix XI, Table 1 lists the revised curriculum). Those students who started under the original system will complete it as planned. All 22 of these students, half in math/physics and half in chemistry/biology, started the second year on September 22.

On September 12, 248 potential students sat for the entrance exam to become the next freshman class. The selection criteria was mostly based on test results, but also considered regional and urban/rural distribution. Out of the 43 accepted, 38 have registered.

TEACHER TRAINING & TEXTBOOKS

Introduction

The Teacher Training & Textbook (TTT) program supports middle and secondary education through in-service teacher training and the publication of math and science textbooks in Pushto and Dari. TTT also supplies bought textbooks to refugee schools in Pakistan and functional schools in Afghanistan. Finally, some lab manuals, teachers' manuals, and lab equipment are also provided for selected refugee schools.

Teacher Training Seminars

Two teacher training seminars were held this quarter during summer vacation. Each seminar lasted approximately a month and had three separate levels: beginner, advanced I, and advanced II. Teachers were assigned to one of the levels according to the number of times they had attended such seminars before (e.g. if never, then beginner; if once, then advanced I, etc.). Pre- and post-seminar tests recorded the learning progress of the teachers.

Seventy-one (39 beginners, 20 advanced I, and 12 advanced II) secondary school teachers from outside Peshawar successfully completed the first seminar in the middle of July. The second seminar, for Peshawar teachers, ran from mid-July to mid-August. Of the 58 teachers completing this seminar, there were 13 beginners, 13 advanced I, and 32 advanced II. To date this year, 215 teachers have attended teacher training seminars.

Textbooks/Supplies

During this quarter, 15,988 textbooks were

delivered to refugee schools in Pakistan (see Appendix XII, Table 1). TTT printed or reprinted another 12,000 books in Dari and Pushto (see Appendix XII, Table 2). Staff also finished writing the lab manuals for grades 10-12, and sent them to the calligraphers.

Also during the summer, TTT staff visited several secondary schools to assess needs in response to requests for student supplies. Two schools in Peshawar camps will be supplied with materials. Five other schools in camps outside of Peshawar were surveyed to assess supply needs.

School monitors with TTT's mobile team began visiting schools again after the fall semester started in September. The team, which visited Bajaur and Sawabi Commissionerate secondary schools, observed science and math classes, helped teachers with curriculum-related problems and assisted with lab experiments.

Finally, TTT donated and delivered lab equipment to six party schools, and gave stationery items to several small, primary and middle schools. The stationery items included 2,021 pencils and notebooks, 999 slate boards, and 145 chalk boxes, among other items.

EXPERIMENTAL SCHOOL OF THE SCIENCES

Introduction

The Experimental School of the Sciences is a boys' secondary school with an emphasis on math and science. The curriculum of the school aims to prepare and inspire students for higher education. During their six years at the school, students take classes in Islamic studies, biology, physics, Dari, Pushto, English, geometry, trigonometry and social science.

Academics

Although the new semester started in September, budget cuts prohibited the school from admitting a freshman class and necessitated the termination of two teachers. Nevertheless, entrance examinations were held to fill out classes in grades 8, 9, 10, and 12 to bring them to 30 students each. There were 18 spots in these classes in total, for which 328 applicants took an entrance exam. Appendix XIII, Table 1 lists the new students.

INTER-PARTY SCHOOLS

Introduction

Although TTT's mobile team visits many schools, there are five party-affiliated schools with which STT works more closely. This cooperation elevates the general level of education through teacher training, monitoring and the provision of textbooks and other school materials.

Unfortunately, at the end of August STT had to withdraw its support from two schools, Omar Farooq and Bajaur Lycee, due to budget cuts.

Academics

Throughout most of the quarter, the remaining three schools were on summer vacation. Toward

the end of August, these schools, Siddiq Acbar, Hazrat Osman and Hazrat Ali, received normal stationery supplies and utility support for the upcoming school year. The beginning of the school year was postponed for two weeks because of the heat, and then began in mid-September.

HANGU EDUCATION PROGRAM

Introduction

The Hangu Education program develops and supports educational programs for Afghans in Kohat District, Kurram Agency, North and South Waziristan and Afghanistan. The program channels the majority of its efforts into four educational divisions:

- assistance to Afghan Group schools (Pakistan)
- primary schools and classes (Pakistan)
- adult literacy classes (Pakistan)
- teacher training (Pakistan, Afghanistan)

Hangu Education also administers the female part of a support grant for small schools.

Although school children were on vacation during the summer quarter, the staff at Hangu Education worked hard preparing to supply schools for the next school year and upgrading the skills of teachers from both Pakistan and Afghanistan. This year, 290 Afghan group schools representing over 50,000 students requested assistance from Hangu Education. Teacher training seminars ran all summer for primary teachers from Afghanistan, teachers in Hangu Education's own primary classes, and over 225 teachers from Afghan group schools in the Kohat district. Finally, 500 copies of Hangu Education's teacher training

manual were published in Pushto. Appendix XIV, Table 1 lists statistics for all of Hangu Education's activities.

Primary Schools and Classes

Because girls and some boys are not able to attend existing schools, the Hangu Education Program supports primary schools and classes in mosques and homes. Hangu Education screens, trains and supervises teachers, provides schools and classes with books, materials, tents and tarps, and supplements teacher salaries.

The new school year started on September 23. At Naryab school, which teaches grades one through six, 493 students enrolled. Fifty primary classes from grades one to three enrolled an additional 1,005 children. All the previous first grade classes were promoted to second grade, 9 second grade classes became third grade and five new primary classes were started. In addition, one girls primary school was opened in Kohat as the community requested. Unfortunately, many further requests for school support had to be denied.

Adult Literacy Classes

As with the primary schools and classes, Hangu Education selects and trains literacy teachers,



Many students in the primary classes supervised by Hangu Education sit on tarps on the ground; only a tent overhead protects them from the sun and weather.

provides the classes with tents, tarps, books and other materials, and pays the salaries of the teachers. Because many adults go to Afghanistan for the summer, classes will not start until October 1. This quarter, teachers for five classes were chosen and trained. Approximately 120 adults will attend the five classes.



Adults in literacy classes learn how to read and write, compose basic paragraphs and solve arithmetic problems.

Afghan Group Schools

Under this program, books, stationery supplies, tents, tarps and supplementary salary funding are supplied to Afghan schools requesting assistance. The summer quarter is a particularly busy one, as it is then that schools request and receive supplies for the school year. Last year, Afghan groups requested supplies for 205 schools with 31,373 students. This year, the requests rose to 290 schools and over 50,000 students. Also, for the first time, schools from Afghanistan asked for assistance.

Unfortunately, Hangu Education could not provide all the requested materials as in years past because of the budget cuts. This year, for example, the number of note books supplied was cut back from eight to six per student. In addition, no wooden slates, pencil sharpeners or erasers were distributed to schools. Even though many of the schools do not have tents or tarps, much less buildings or offices, the lack of money has constrained Hangu Education to giving a maximum of one tent and one tarp per school.

By the end of September, Hangu Education staff had distributed materials to 112 schools with 14,706 students in North and South Waziristan. The remaining distributions will take place in October. In addition to helping schools directly, the distribution of supplies also gives Hangu Education an avenue to initiate teacher training, benefiting students and schools.

Teacher Training

There are few good Afghan primary school teachers. To rectify this, master trainers focus on changing teacher techniques from rote memorization to methods which are student-centered and practice-oriented. Taking advantage of the summer holiday, all of July and August was spent training teachers from Afghanistan and refugee schools in Pakistan.

This quarter, a seminar for teachers from Afghanistan taught how to create a lesson plan given a particular learning objective and how to teach using student-centered techniques. All the teachers practiced the new methods for three days in winter-vacation schools in Chitral or Parachinar. Although the seminar, which began



All the teachers at any of Hangu Education's training seminars have an opportunity to practice-teach while instructors observe and comment.

in June, had been designed for 40 teachers, only 24 actually came from Afghanistan. Teachers from an Interim Government school (via University of Nebraska's Education Sector Support Project, UNO/ESSP) filled the extra spots. Teachers coming from Afghanistan received room and board, a stipend and a travel allowance to attend the course.

Upon conclusion, eight teachers qualified to attend a subsequent course which would have trained them to become teacher trainers themselves. Unfortunately, all had to return

immediately to Afghanistan. Instead, eight teachers from Quetta attended. As part of their training, these eight teachers designed and ran two seminars for primary teachers from Hangu. Because of the success of this teacher trainer course, Hangu Education has made plans to run two more starting in December, 1990.

Four other 2-week training seminars were held for 225 teachers from the Kohat district. By the end of the seminars, teachers were able to plan lessons and use several different teaching techniques.

In the first three weeks of September, the teacher training staff began preparing for new subject-specific seminars in mathematics, social science, science, language and religion. The staff compiled approximately 200 questions for each subject to evaluate the level of knowledge, and thus the training needs, of the teachers. The goal is to raise and reinforce the level of knowledge of all the teachers to grade nine.

SELF-RELIANCE PROGRAM

Introduction

The primary goal of the Self-Reliance Program (SRP) is to provide opportunities for refugees to be self-supporting or at least gainfully employed. Approximately 15,000 refugee families are involved with either training, employment, income generation, or agricultural input benefits (seedlings, fertilizer).

New this quarter, SRP began advanced English courses for all Afghan IRC staff in Hangu. Each student must pay a Rs. 50 (\$2.27) fee. The room which serves as the teaching center and the library has been made available for all staff to read and study.

TIGER (Training, Income Generation and Employment for Refugees)

Male Projects

Skilled Refugee Credit Scheme: Only three new loans were made this quarter, as loan officers concentrated on other related projects such as the widows poultry scheme, the apprenticeship project and carpet marketing. To date this year, 22 loans have been made.

Small Loan Peddler Scheme: Originally set up for orphans and later tried to a limited extent with elderly men, this program has simply not generated much interest. The apparent reason is the small size of the loans (less than Rs. 2,000 or around \$100) and the emphasis on just fruit selling. Thus, this project was shut down in July.

Finally, 500 copies of Hangu Education's teacher training manual were published in Pushto. The manual is currently being translated into Dari. UNO/ESSP has promised to fund the publication of 5,000 copies total, including the Dari version.

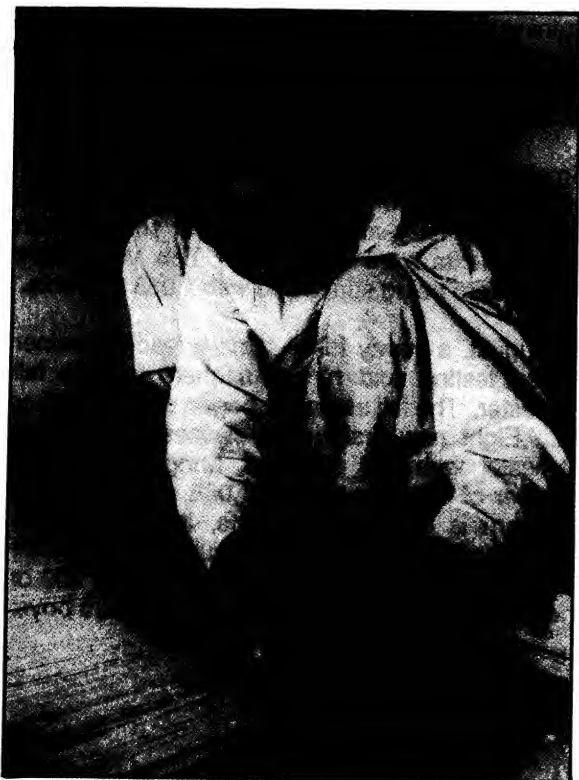
Small School Support

Hangu Education also operates small girls schools. Last year at this time six schools with 869 students were supported. This year, eight schools are being supported with 1,068 students.

In August, a newly hired female teacher trainer began testing and hiring teachers for the fall semester. The fall semester began on September 23. Eight new first grade classes started this semester with 120 students, bringing the total number of students to over 1,068. Although this program is designed for girls, it is difficult to explain to families why they should not send their boys to school as well. As a result, about 250 of the students aided through this program are boys.

Orphan Apprenticeship Scheme: This project provides apprenticeships for boys between the ages of eight and sixteen whose fathers, though not necessarily their mothers, were killed due to the war. As a result, these boys often provide the only means of income for a family except for a ration card. The stipend of Rs. 300 (\$14) per month helps the family now, and the job-experience should help the apprentice and his family in the future. This quarter, 15 more orphans were placed in businesses many of which are supported by the Skilled Refugee Credit Scheme. Additionally, in September a carpet weaving project was started for orphans in the Hangu SRP office. Six orphans and an instructor are currently involved.

Marketing of Carpets/Gilims: For this scheme, which began in May, SRP buys carpets from weaver-families in North Waziristan and then transports and sells them in either Hangu or Peshawar. Because SRP makes only enough money on the arrangement to cover costs, the weavers can sell the carpets at a price high enough to make their efforts worthwhile. Since May, SRP has bought and then sold 21 carpets. UNHCR has encouraged and followed this program with interest because Waziristan has been largely avoided by relief agencies. This neglect is due to the logistical and security problems of the area. Through this project, Rs. 17,650 (\$840) have been returned to the refugee community.



Boys in the Orphan Apprenticeship scheme earn valuable income for their families in addition to learning a skill for the future.

Gabion Production: Gabions are wire-mesh cages used in retaining walls for irrigation canal, dam and road construction. Because of delays and unacceptably poor quality, SRP started to buy wire from another supplier. Production has since returned to a normal level, although the resultant delays may prohibit Afghanistan from getting all of its 125 mt order into Afghanistan before the snow. Two smaller orders, totalling 22 mt, were completed for CARE and a third order seems likely. Finally, workers continued production of gabions for VITA with the wire which VITA supplied. Refugees will earn Rs. 600,000 for assembling the gabions.

Wood and Metal Shops: This quarter, workers nearly completed the MAP order for mine models, display cases and mine-field warning signs. In addition, HERC reduced its order for silk-screen rods from 50,000 to 30,000. The resultant drop in orders forced cutbacks in staff in September, and may mean that for the year these shops would actually lose money. A potential order for latrine doors from RPA, however, may alleviate the situation.

Autoshop: The SRP autoshop has expanded throughout 1990 and continued to build up stock and machinery in order to serve an increased



Workers at SRP's metal-shop assemble water tanks for use in the camps.

volume of business. As a result of this reinvestment, during the first half of 1990 the autoshop did not make a profit. By the end of 1990, however, the autoshop plans to have covered all its costs for the year. In this quarter alone, revenues jumped dramatically from Rs. 74,396 (\$3,542) in August to Rs. 123,634 (\$5,887) in September.

Female Projects

Carpet/Gilim Weaving: Twenty-eight women started this project in July, and have already produced 12 carpets of varying traditional design. SRP provides these women, who all live in Waziristan, with wool from Lahore and then buys the carpets at Rs. 700 sq.m. As with the marketing of gilims, UNHCR has monitored SRP's activities particularly closely in Waziristan.

Widows Poultry Scheme: This quarter, SRP gave 50 layer chicks to each of 12 more widows. The scheme also provides vaccinations for the chicks and other poultry in the area, feed for the first two months, a feeder and assistance in building a hen-house. The project is related to the Small Loan Peddler Scheme, but the women repay their loans in-kind rather than with cash. This popular scheme receives full support of the communities where it is active.

Handicrafts - Sewing/Tailoring: This summer, staff overhauled the inventory system, built new stock-rooms, redecorated the showroom and integrated two new employees into the project. By September, these changes had resulted in a Rs. 15,000 (\$714) increase in sales over August. In the coming quarter, staff hopes to increase the number of women involved in the program.

Construction

So far this year, the construction division has not only kept its work on schedule, but also remained under budget. As a result, UNHCR has approved two additional projects: the construction of a primary school and a diversion dike in South Waziristan. Credit for the fact that these projects can be built for refugees in South Waziristan goes to the Afghan workers and engineers whose efficiency created the surplus funds. In addition, it appears that UNHCR will increase the construction budget for next year to allow IRC to work on projects previously operated by another NGO. Of the three BHUs which SRP won contracts to build last quarter, one has almost been completed and the other two have been started. In total this quarter, SRP paid Rs. 165,018 (\$7,858) to refugees in wages for 3,216 wage-days.

Agriculture

The broiler chicken farm, which began in March of 1990, has continued to operate profitably. The morbidity rate rose with the extreme heat of the summer months, but it was still below the average Pakistani rate. The sale of the chickens generates over Rs. 30,000 (\$1,428) in revenue every month.

Development on the layer poultry farm also continued this quarter. A site has been found for



Projections indicate that by the end of December each of the widows involved in the broiler chicken scheme will profit Rs 800 for the year.

the compound, but there have been some difficulties arranging for an electrical hook-up. The farm should be in operation by the end of the year.

Finally, as a result of high demand for the bull insemination service, SRP has put two new bulls in Kahi camp in addition to the three bulls at Kotki II.

Veterinary

This quarter, UNHCR decided to withdraw funding for the veterinary program. The rationale for this, apart from shortage of funds, is that most of the livestock owned by refugees have already been inoculated for serious disease during the last ten years. SRP may offer a basic veterinary service on a commercial basis in early 1991 as a pilot project.

Printing Press

Despite increased paper costs, the Printing Press projects that it will have earned approximately Rs. 2,000,000 (\$95,238) in profits by the end of 1990. A new contract has been signed with UNO for 1991 to print textbooks. The Printing Press is self-reliant financially.



In addition to providing employment for 110 refugees, the profit-making Printing Press can support other refugee programs.

HEALTH EDUCATION RESOURCE CENTER

Introduction

The Health Education Resource Center (HERC) provides culturally appropriate health education materials to interested United Nations groups, voluntary agencies and Afghan community representatives. HERC assists these organizations develop health education initiatives that will improve the health status of Afghan refugees in the camps, Pakistani villagers and Afghans in Afghanistan. HERC has two materials production projects: the Silkscreen and Afghan School Children's Project. Silkscreened visual aids are sturdy, long-lasting, colorful, weather resistant, washable, and very portable. The Afghan School Children's Project produces health education material for children, particularly girls, in the first three grades. The project has developed simple story booklets based on concepts of personal hygiene. This project is nearing its completion. In addition to the materials it produces, HERC also runs a Library and Media Room full of health materials utilized by over 80 organizations in Peshawar.

Afghan School Children Project

For this project, HERC is publishing nine concept booklets, each of which cover a different health topic, and a three book series containing 27 stories which relate to health topics such as personal hygiene and environmental sanitation.

This quarter, 5,000 copies of the "Miswak" (dental) concept booklet and the three-book health story series were printed. IRC's Hangu Education will implement the books (with such titles as "The Fly is Our Enemy" and "The Microbes Attack Ahmed") and will start with field testing soon.

Materials Development

In the third quarter of 1990, HERC produced a record 36,300 silkscreen images on posters. In addition to more copies of some of the older, more popular posters, such as the Healthy Mother/Healthy Baby, the breast-feeding and the vaccination (male) posters, HERC also printed new ones which include a weaning foods and a hand-washing poster. As in the past, these were



HERC produced a record 36,300 silkscreens this quarter. Silkscreens are durable, colorful, washable and easily transportable.

produced for UNICEF (Pakistan and Afghanistan) and the World Health Organization (WHO). After printing the silkscreens, they are attached to wooden dowels so that they can be hung from walls. By the end of the quarter, 5,000 completed posters with dowels had been delivered to WHO. Also for the first time, HERC produced mine-field road warning signs for use in Afghanistan.

Artists and calligraphers remained busy as well this quarter, refining and developing materials. After pre-testing, artists are redoing some of the art-work on the nearly-completed malaria flip-chart to clarify some of the images. Artists also transferred images onto butter paper for a new EPI manual. Calligraphers translated several of the concept booklets into Pushto and completed the Mine Awareness Program's "Teachers Student Evaluation Guidelines" in both Dari and Pushto. They also continued to work on chemistry and biology books for IRC's English Language Program (ELP).

HERC Newsletter

In August, the first edition of the HERC newsletter

was delivered to over 90 health organizations in Peshawar and Quetta. Translators finished the malaria, conjunctivitis and mine awareness articles for the second edition of the newsletter, which should go to the printers in October.

Library and Media Room

In addition to standard written reference material, the library and media rooms have BBC World Service cassettes on health and mine-awareness in Pushto. Similar cassettes in Dari are on order. Video-cassettes dubbed into Pushto and Dari and slides covering disease and public health information are also available.

Sale and Distribution

HERC both sells its materials and distributes them free of charge to Afghan political parties and the AIG. During this quarter the Materials Development program generated Rs. 30,536 (\$1,454) and revenue from the sale of other materials was Rs. 13,551 (\$645).

RURAL ASSISTANCE PROGRAM

Introduction

The Rural Assistance Program (RAP) channels funds to PVOs for projects in Afghanistan which provide assistance for emergency situations, or short-term relief and rehabilitation. Originally, RAP intended to provide relief assistance which would enable Afghans to remain in Afghanistan rather than to become refugees in Pakistan or Iran. In anticipation of refugee return, however, the program has evolved more toward restoring the agricultural sector in Afghanistan. This restoration will help sustain existing populations, provide a workable foundation for returning refugees and give Afghans in Pakistan a viable option to return home.

In July, IRC signed a new amendment to its agreement with USAID for an additional 4.8 million dollars to be used through to the end of 1991. To facilitate the apportionment of the new funds, RAP has developed a manual for PVOs which explains RAP's objectives and provides a guideline for proposals and reports. So far, PVOs have submitted eleven new proposals: five have been approved, three are pending, one was withdrawn for security reasons and one was rejected. Most of the new projects provide cash for work on irrigation systems as well as some agricultural inputs such as seed, fertilizer and tractors. In total since its inception in 1988, RAP has funded

41 projects in 17 provinces. Of these, 16 projects have been completed and their funds liquidated (\$7,351,952), leaving 25 ongoing projects (see Appendix XV, Tables 1 and 2 for a list and map of all the grants).

Four independent monitoring missions entered Afghanistan this quarter visiting six provinces. Although one of the teams has not yet returned from Afghanistan, trips this quarter will have, in total, inspected and recorded on video observations from seven project sites, over a quarter of RAP's active projects.

Working in Afghanistan

Many of the PVOs which RAP funds face formidable obstacles as a result of trying to implement programs in Afghanistan from a Pakistani base. Even though RAP does not implement any projects itself, it makes recommendations and attempts to assist RAP-funded PVOs overcome such problems.

Travel Routes: In the early part of the quarter, the number of thefts and hijackings along the routes through the Wazir areas of Pakistan and Afghanistan increased considerably. As a result, IRC/RAP issued a request in August that no RAP funds, supplies or equipment be transported along these routes. By the end of the quarter, the

number of incidents had dropped and RAP anticipates lifting the ban.

Fertilizer: USAID policy requires that projects funded by USAID use fertilizer of American origin. PVOs can obtain such fertilizer in small amounts relatively cheaply in Pakistan and Afghanistan through USAID's Agricultural Support Project (ASP). For projects close to the border, or in Afghanistan where ASP is active, this is a satisfactory arrangement. For other projects, however, it poses large financial and logistical problems. Because of this, in August RAP requested that USAID change its policy for PVOs in such a position. In September USAID responded that in accordance with a special waiver for buying products made in Afghanistan which already existed for RAP, and because the amounts of fertilizer were generally small anyway, PVOs funded by RAP could purchase fertilizers produced in Afghanistan if US fertilizers (transported by a USAID contractor) were not available.

Stolen Funds: Due to an increase in stolen funds over the last six months, USAID requested a special meeting with RAP and some of the PVOs involved. Although USAID seemed satisfied with PVOs detailed reporting and efforts to recover funds, further investigation may be necessary in the future.

Project Activities

The following is a summary of the activities of RAP funded NGOs.

Afghanaid: RAP approved two of three new proposals from Afghanaid this quarter. Both are grants just under \$200,000. One will provide improved seed and fertilizer in Kapisa. The other, in Kunduz, will provide agricultural inputs and restore irrigation systems through "cash for work" programs. The third project was to have operated in Kabul province, but was cancelled due to heavy fighting there.

Afrane: An Afrane monitoring trip this quarter verified reports of progress in Logar. Staff in Logar bought the remaining tools and machinery necessary to outfit the mechanical workshop, hired tractors and threshers for up to 16 hours of use per day, and harvested all the seed sown for multiplication. In addition, after the harvest, soil was sampled for nutrient content.

Afrane's project in Qandahar, however, had less activity this quarter. Because the original managers had stolen some project funds, the project was shut down and remained dormant until September when the new management team

took over. All project activities should be in operation again by the end of the year. Finally, Afrane returned \$30,000 to RAP because a proposed project in Badakhshan had never been implemented.

CARE: This quarter, CARE requested a no-cost extension through November 30, 1990, for their village assistance project in Konar. During the summer months, 741 new families enrolled in this assistance plan whereby returning refugees receive 60% of their food and shelter needs while restoring their homes and farms. Food for work activities of this project completed 7.3 km of road, 3 culverts, the repair of 4 irrigation channels and surveys for additional road and warehouse construction.

Coordination of Afghan Relief (CAR): RAP approved two CAR proposals this quarter for cash for work programs in Wardak and Ghazni. The primary goal is to clean and repair karezes. A secondary goal, however, is to cultivate the 3,600 jeribs affected by introducing cooperative tractors programs. CAR also completed a previous project this quarter. This project in Ghazni repaired 25 karezes and cultivated 3,328 jeribs through a cooperative tractor project.

Coordination of Humanitarian Assistance (CHA): CHA submitted two proposals this quarter for irrigation repair, of which one has been approved and the other sent back for revisions. The approved proposal aims to clean 33 karezes and 15 canals.

CHA's ongoing project in Farah cleaned/repaired 28 karezes, seven canals, and 23 km of road. A second CHA project has repaired 26 km of a jeep track in Ghor.

Mercy Fund: Mercy Fund submitted two proposals this quarter. One was rejected because the expected problems did not materialize (see Monitoring, below). The other proposal, for cleaning irrigation canals through a cash for work program, was returned for final budget revisions.

Mercy Fund also completed Phase 2 of its Gahziabad State Farms project in Nangarhar. Employing a total of 818 people this quarter, this project cleaned and maintained irrigation systems.

Reconstruction Authority for Afghanistan (RAFA): RAP only provides administrative support funding for this NGO. This quarter, RAFA asked for a three-month no-cost extension from RAP through the end of December. RAFA has received funding for a project from UNDP which will also

assist them financially through to the new year.

Solidarites Afghanistan: Irrigation repair work began toward the end of the quarter in Wardak. A monitoring trip in October should bring back reports about progress there. Another project in Wardak has been suspended due to theft of project funds. Finally, activities in Kandahar were also dormant for much of the quarter due to the threat of bombing from the government and because of internal security concerns.

Save the Children Fund: SCF re-submitted a \$307,883 proposal for another year-long women's income generation project. It was approved by RAP and passed on to USAID.

This quarter, SCF concluded its current women's income generation project and its agriculture assistance project, in Nangarhar and Ghazni. Of the 1,000 women participating in the project, over 60% were the sole earners of their families. The agriculture project benefitted over 1,600 farmers. This projects accomplishments include: the teaching of 176 agricultural courses, the distribution of fertilizer and wheat seed for 2,000 jeribs, the cleaning of 69 karezes and 24 km of irrigation canals and the production of 700 tons of

fruits, vegetables, animal fodder and improved wheat seed.

SCF requisitioned and received extensions for irrigation and road repair projects in Zabul through October 31, 1990. This program has continued to repair roads and irrigation canals, although its isolation from Peshawar has made it difficult to monitor and control.

Monitoring

One team of three monitors visited two of Save the Children's projects in Zabul for road and irrigation repair. The monitors inspected the projects and video-taped interviews with the local administrators. Two other routine monitoring missions left in August to observe projects in Badakhshan, Kapisa, Kunduz and Takhar operated by Afghanaid and Afrane.

One special mission left in July to assess the need for a proposed emergency aid project. The monitors visited Ghazni and Wardak to determine if extensive internal displacement had occurred in anticipation of military action centered on Ghazni City. The team discovered that the number of internal refugees never rose to the numbers reported. As a result of these findings, RAP rejected the proposal.

MINE AWARENESS PROGRAM

Introduction

The existence of mines and unexploded ordnance in most areas of Afghanistan poses a major threat to the personal safety of the population. The purpose of the Mine Awareness Program (MAP) is to provide refugees with the information necessary for them to have safe journeys home and safe lives upon their return. To spread this information, MAP runs standard six-hour training sessions in the camps. MAP's classes teach refugees to identify mines and to know how to take the basic safety precautions for mine location, avoidance and emergency care. At the end of the session, refugees receive silkscreens displaying important mine-awareness messages which they can take home and share with their families.

Until September 30, 1990, IRC had managed MAP under the auspices of the United Nation's Operation Salam. On October 1, MAP turned the program over to the Organization for Mine Awareness (OMA). IRC will continue to provide limited technical support through November, 1990.



The Mine Awareness Program has produced mine-field warning signs for distribution in Afghanistan.

Mine Awareness Training

During the quarter, training courses continued as scheduled. Over 93,000 refugees attended one of the basic six-hour courses, bringing the total for the year to 258,861. Most training in Pakistan is now being done in camps situated along the Afghan border where refugees are most likely to return to Afghanistan. Between the completed and ongoing projects a total of 118 camps, accounting for 1,176,741 registered refugees, had been reached by the end of September. This represents approximately 36% of the refugee population in Pakistan. In addition, MAP trained 170 male and 28 female MAP teachers.

Also this quarter, MAP expanded the use of learning materials. Silkscreen posters which were only being field-tested before have since been mass produced. MAP teachers now distribute the

posters to all refugees attending the course. MAP also gave mine-models in display cases to 75 NGOs, camp communities, schools, BHUs and AIG offices in Pakistan.

In Peshawar, MAP moved its women's program to a separate building. As a result, the number of security incidents has diminished.

Finally, surveyors completed the first needs assessment analysis in Arghistan district of Kandahar province. Team members interviewed 262 people in 27 villages to determine the differences in mine awareness between refugees in Pakistan and people living in Afghanistan. The survey concluded that although Afghans in Afghanistan are more familiar with mines and what they look like, there is still a low awareness of safety procedures.

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APPENDIX I
TABLE 1

REHABILITATION PROGRAM FOR AFGHANISTAN
Vaccination Statistics: July - August 1990

District	Boys	Girls	Total Children	Women 5-15	Women 16-45	Total Women	Date From	Date To	No. Days
Musa Khel	1120	782	1902	840	945	1785	10-July	23-July	13
Dand-wa-Patan	478	603	1081	482	679	1161	10-July	30-July	20
Ahmed Khel	539	442	981	493	624	1117	11-July	29-July	18
Laja	132	117	117	124	181	181	13-Aug	16-Aug	3
Laj	316	190	506	284	326	610	18-Aug	27-Aug	3
Zoormat	782	620	1402	588	895	1483	20-Aug	30-Aug	11
Zoormat	653	489	1142	601	705	1306	20-Aug	28-Aug	8
Zoormat	586	546	1132	457	572	1029	20-Aug	31-Aug	11
Jani Khel	502	466	968	229	383	612	14-Sep	01-Oct	17
Ahmad Khel	88	74	162	68	121	189	14-Sep	18-Sep	4
Dand-wa-Patan	692	760	1452	727	852	1579	17-Sep	04-Oct	17
Musa Khel	377	381	758	331	468	799	19-Sep	06-Oct	17
Chamkani	495	463	958	475	582	1057	19-Sep	02-Oct	13
TOTAL	6760	5933	12561	5699	7333	12908			158

APPENDIX II
TABLE 1

HANGU MEDICAL PROGRAM
Mother Child Statistics: July - August 1990

Camp	No. Children Weighed	Ttl Atten. At Clinic	Ttl Women Attend During Pregnancy	Ttl Children Enrol. In Nutrition Educ.	Ttl Home Visits
Dallan	3,015	4,490	325	157	94
Kotki 1	1,919	3,242	190	107	82
Kotki 2	1,250	2,351	181	161	60
Kata Kanra	1,335	2,308	234	185	37
Thal 1	1,961	3,719	379	134	30
Thal 2	2,818	5,545	526	408	97
Lakhti Banda	2,015	3,711	347	235	82
Doaba	1,233	2,147	270	130	40
Darsamand	2,035	4,058	356	261	68
Mohammed Khoja	2,426	3,386	215	290	57
Kai	3,659	5,665	542	277	102
Shin Dand	1,557	4,865	458	363	111
Naryab	559	1,063	105	-	-
TOTAL	27,701	46,550	4,128	2,708	857

APPENDIX II
TABLE 2

HANGU MEDICAL PROGRAM
Community & Female Health Worker Program: July - September 1990

	July - <u>Sept. 1990</u>	YTD <u>1990</u>
Community Health Workers		
No. Active CHSs	25	--
No. Active CHWs	814	--
CHS Home Visits	1,433	4,353
CHW Home Visits	83,658	240,709
Referrals to BHUs	51,808	139,327
Referrals from BHUs to CHWs	1,727	3,608
Female Health Workers		
No. Active FHWs	1,031	--
FHW Child Referrals to BHU	3,644	16,964
FHW Preg. Women Referrals to BHU	941	5,025
Total Reported Births*	1,794	4,852
Total FHW Attended Births	430	1,233

* For all the camps where IRC provides medical services.

APPENDIX II
TABLE 3

HANGU MEDICAL PROGRAM
Sanitation Statistics: July - September 1990

	<u>July - Sept. 1990</u>	<u>YTD 1990</u>
Health Education Sessions		
Schools	0	1,258
BHUs	219	1,167
Other Locations	609	1,807
Water Supply		
Number of Tanker Trips	371	
Surface Tanks Constructed	15	35
Surface Tanks Chlorinated	0	42
Spring Wells Improved	0	5
Shallow Wells Improved	27	60
Shallow Wells Maintained	105	264
Shallow Wells Chlorinated	8	529
Stagnant Ponds (Malaria Breeding Control)		
Drained	85	206
Kerosene Added	138	209
Filled	56	122
Latrine Construction		
Refugees	534	657
BHUs	1	1
Schools	4	4

APPENDIX III

TABLE 1

ENGLISH LANGUAGE PROGRAM

Enrollment and Test A Results: June - September 1990

<u>Course</u>	<u>No. of Classes</u>	<u>No. of Students</u>	<u>Test A Avg. Result</u>
Level 3 (children)	1	14	76%
Level 4 (children)	1	13	74%
Level 3 (adult)	15	308	71%
Level 4 (adult)	16	330	73%
<u>Advanced</u>	<u>7</u>	<u>136</u>	<u>70.7%</u>
TOTAL	40	801	72.9%

TABLE 2

ENGLISH LANGUAGE PROGRAM

English for Special Purposes, Enrollment by Organization: June - September 1990

<u>Organization</u>	<u>No. of Students</u>
ARC	35
AKBAR	20
ISRA	100
Commissionerate Course	75
ICRC	10
IRC/ SRP	31
IRC/ RAP	6
MTA	20
HERC	10
VITA	50
UNO/ ESSP	45
Ministry of Mining of AIG	30
Jihad and Dawat University	
Faculty of Engineering (Pabi)	100
Aljihad University Faculty	
of Education (Park. Rd)	70
Women Islamic Association	
(Faqir Abad)	20
<u>NRC</u>	<u>40</u>
TOTAL	747

APPENDIX IV
TABLE 1

ENGLISH TRAINING AND DEVELOPMENT PROGRAM
Outreach Program Statistics: July - September 1990

<u>Programs</u>	<u>Program Started</u>	<u>Enrollment</u>		<u>No. of Teachers</u>
		<u>1989</u>	<u>1990</u>	
*Adizi Camp	9/90	-	60	1
Afghan Colony	9/87	396	300	8
Afghan Trauma Center	5/89	48	30	1
*Akura Khatak	9/90	-	90	2
Altaqwa School	2/90	-	200	5
Aldawa Hospital	2/90	-	60	2
Badabir	8/88	98	120	3
Baghbanan	8/89	-	80	2
Bajawar	5/90	-	350	11
Dargai	5/90	-	200	4
Grad. Outreach Program	7/90	-	286	11
*Haripur	9/90	-	200	4
ILC	5/90	-	600	20
Khurasan Camp	10/88	173	100	2
Kacha Gari	5/90	-	180	5
Manda Camp	5/90	-	100	3
Miskeen Camp	2/90	-	80	2
Nasirbagh	9/87	414	200	6
Pabi Camp	5/90	-	160	5
*Pawaka	9/90	-	100	3
Saddar Extension	2/90	-	1200	25
Saddar Gulbarak	2/90	-	500	15
Shamshatoo	12/88	200	150	4
TOTAL		1329	5916	160

TABLE 2
ENGLISH TRAINING & DEVELOPMENT PROGRAM
Teacher Training for Secondary and Outreach programs

	<u>No. of Training Hours</u>	<u>No. of Teachers Attending</u>
1987	20	50
1988	65	50
1989	131	26
1990 YTD	320	170
Program TD	536	296

APPENDIX IV

TABLE 3

ENGLISH TRAINING AND DEVELOPMENT PROGRAM

Hangu English Language Program: Enrollment Statistics, Term 90-3

<u>Level</u>	<u>No. of Classes</u>	<u>No. of Students</u>	<u>No. of Orphans</u>
Beginner	8	163	24
Level I	10	200	19
Level II	6	109	13
Level III	2	26	0
<u>Level IV</u>	<u>4</u>	<u>49</u>	<u>2</u>
TOTAL	26	547	58

APPENDIX V

TABLE 1

JOURNALISM PROGRAM

Results from Spring Term, 1990

<u>Course</u>	<u>No. of. Students Enrolled</u>	<u>No. of Taking Final</u>	<u>No. of Students Passing</u>	<u>Percent Students Dropout</u>
MEN				
Level 1	19	12	12	37%
Level 2	14	11	10	21%
Level 3	12	7	7	42%
WOMEN				
Level 2	15	8	6	47%
TOTAL	60	38	35	37%

TABLE 2

JOURNALISM PROGRAM

Enrollment in Summer Term, 1990

<u>Course</u>	<u>No. of. Students Enrolled</u>	<u>No. of Students Dropout</u>
MEN		
Level 2	13	0
Level 3	11	1
Level 4	7	0
WOMEN		
Level 3	8	1
TOTAL	39	2

APPENDIX VI
TABLE 1

DARI/PUSHTO TRAINING AND DEVELOPMENT PROGRAM
Teacher Training Statistics: July - September 1990

<u>Seminar Type</u>	<u>No. of Hours</u>	<u>No. of Teachers</u>	<u>PTH*</u>	<u>Topic</u>
In-service	25	6	150	Vocabulary in context
In-service	25	6	150	Reading
In-service	25	6	150	Writing
In-service	25	6	150	Teaching Grammar
Hangu	24	3	72	Goal/Objective Lesson Plan
Peshawar	50	34	1,700	A. Educational Psychology B. Goals & Objectives C. Lesson Plans D. Teaching Vocabulary E. Teaching Grammar F. Reading Comprehension G. Writing H. Practice Teaching

APPENDIX VII
TABLE 1

PUBLIC ADMINISTRATION PROGRAM
Intensive Courses, Enrollment by Course: July - September 1990

<u>Course</u>	<u>Duration</u>	<u>No. of Students</u>	<u>Participants</u>	<u>Medium</u>
Basic Bookkeeping	10 days	10	NGO + 1 AIG	English
Managing Yourself and Your Team	7 days	7	NGO	Dari
Managing Yourself and Your Team	12 days	12	IRC	Dari
Report-Writing	1 day	24	Operation Salam (5 hrs)	English Pushto
Report-Writing	4 days	12	NGO + AIG	English
TOTAL		65		

APPENDIX VII
TABLE 2

PUBLIC ADMINISTRATION PROGRAM
Semester Courses: 2nd and 3rd Terms, 1990

<u>Course Title</u>	<u>Term 90-2 (May-August)</u>				<u>Term 90-3 (Sept.-Dec.)</u>
	<u>Total</u>	<u>Pass</u>	<u>Fail</u>	<u>No Show</u>	<u>Enrolled</u>
Administrative Writing	19	12	1	6	12
Basic Bookkeeping	11	9	1	1	6
Management-1	19	16	0	3	15
Management-2	7	5	1	1	9
Public Administration-1	8	8	0	0	8
Public Administration-2	3	3	0	0	-
COMPUTER:					
Lotus 123	17	12	0	5	12
WordPerfect 5.0	24	17	2	5	25
TYPING					
Level 1	44	37	7	0	48
Level 2	69	53	16	0	19
Level 3	58	49	9	0	15
TOTAL	279	221	37	21	169

APPENDIX VIII
TABLE 1

LYCEE MALALAI
Enrollment Statistics: Fall Semester, 1990

<u>Class</u>	<u>1990-Fall No. of Classes</u>	<u>No. of Students</u>
7	1	28
8	2	45
9	2	43
10	2	51
11	1	30
12	1	21
TOTAL	9	218

APPENDIX IX
TABLE 1

WOMEN'S ENGLISH LANGUAGE PROGRAM
Enrollment Statistics: Term 90-1 & 90-2

<u>Class</u>	<u>Term 90-2 (July-December)</u>		<u>Term 90-1 (February-July)</u>	
	<u>No. of Classes</u>	<u>No. of Students</u>	<u>No. of Classes</u>	<u>No. of Students</u>
Beginner	6	134	9	232
Level 1	6	144	7	173
Level 2	6	128	3	80
Level 3	3	55	3	59
Level 4	2	31	2	26
Level 5	1	16	1	16
TOTAL	24	508	25	586

APPENDIX X
TABLE 1

CONSTRUCTION SUPERVISOR
Exam Results: 3rd Quarter 1990

<u>Program</u>	<u>Semester</u>	<u>No. of Students</u>	<u>Passing</u>
18-month	4th	10	9
18-month	2nd	13	11
9-month	2nd	30	23

APPENDIX XI
TABLE 1

TEACHERS' INSTITUTE
Revised Curriculum: Hours per Subject per Week

<u>Subject</u>	<u>No. of Hours/Week</u>	
	<u>1st Term</u>	<u>2nd Term</u>
Islamiat	2	2
Physics	6	6
Algebra	5	-
Analysis	-	5
Geometry	4	4
English	2	2
Chemistry	2	-
Biology	-	2
Educational Psychology	4	4
TOTAL	25	25

APPENDIX XII
TABLE 1

TEACHER TRAINING AND TEXTBOOKS
Textbooks Supplied to Refugee Schools: July - September 1990

PARTY	Current Month (September)	Year to Date TOTAL
PAKISTAN		
Hezb-Islami Afghanistan	1,283	16,900
Ettehad Islami Afghanistan	-	4,258
Jamiat Islami Afghanistan	538	2,653
Harakat Inqilab Islami Afgh.	-	463
ARIC	5	41
National Islamic Front of Afgh.	-	2,441
Ettehad Islami (Qazi Amin)	953	1,303
Islamic Hezb (Maulavi Khalis)	-	439
National Liberation Front Afgh.	-	5
Experimental School, TTT, TI and ELP (IRC)	556	10,685
Education Center for Afgh.	-	140
Naheed Shahid Lycee	100	785
Commissionerate, Punjab*	-	1,600
Commissionerate*(middle school)	600	12,900
Commissionerate (second. ")	-	452
Commissionerate* Quetta (middle school)	4,860	4,860
Individual	279	2,890
Interim Government	1,143	1,143
	-----	-----
SUB TOTAL:	10,317	63,519
AFGHANISTAN		
Hezb-Islami Afgh.	-	5,395
Harakat Inqilab Islami Afgh.	-	375
Swedish Committee*	-	4,354
Interim Government	-	503
Northern Area Lycees	-	2,800
	-----	-----
SUB TOTAL:		13,427
GRAND TOTAL:	10,317	76,946

* ON PAYMENT

APPENDIX XII
TABLE 2

TEACHER TRAINING AND TEXTBOOKS
Status of Textbook Publishing: September 1990

Grade Subject	7	8	9	10	11	12
Biology	P* D*	P* D*	D* P+	D+ P*	D* P+	D* P+
Chemistry	P* D*	P* D*	P* D*	P* D*	P* D+	P* D+
Geometry	P* D*	P* D*	D* P++	D* Pxx	D*	D*
Math	P* D*	P* D+	P* D+	D** Pxx	D** Pxx	D*
Physics	P* D*	P* D*	P+ D*	D* Pxx	D* Pxx	D* Pxx
Geology	geology is taught only in 10th grade			P* D+		
Trigonometry	trigonometry is taught only in 11th and 12th grade				P+	D+
Laboratory Manual 7,8 & 9	*	*	*	+	+	+

*	Printed	x	Under Writing
**	Under Printing	xx	Under Translation
+	Under Calligraphy	D	Dari Language
++	Under Review	P	Pushto Language

Note: Math 8 grade has been translated by Education Sector Support of UNO.

APPENDIX XIII
TABLE 1

EXPERIMENTAL SCHOOL OF THE SCIENCES
Admission of New Students for Fall 1990

<u>Class</u>	<u>No. Students Applied</u>	<u>No. Taking Exam</u>	<u>No. of Students Admitted</u>
8	178	156	8
9	112	91	2
10	72	52	6
11	31	24	2
TOTAL	393	328	18

APPENDIX XIV
TABLE 1

HANGU EDUCATION
Enrollment and Teacher Training Statistics: July - September 1990

Afghan Schools

# of schools assisted	112
# of students assisted	14,706

Primary Schools & Classes

Naryab School	<u># students</u>
1st Grade	150
2nd Grade	140
3rd Grade	100
4th Grade	59
5th Grade	21
<u>6th Grade</u>	<u>23</u>
TOTAL	493

Primary Classes	<u># classes</u>	<u># boys</u>	<u># girls</u>	<u># students</u>
1st Grade	14	208	301	509
2nd Grade	29	630	202	428
<u>3rd Grade</u>	<u>7</u>	<u>154</u>	<u>86</u>	<u>68</u>
TOTAL	50	992	589	1005

Small School Support (Girls)

Totals for 8 schools:	<u># students</u>
1st Grade	383
2nd Grade	298
3rd Grade	227
4th Grade	112
5th Grade	38
<u>6th Grade</u>	<u>15</u>
TOTAL	1073

Teacher Training

# seminars held	7
# courses held	2
# teachers trained	275
# PTH*	14,871

*Participant Training Hours

APPENDIX XV
TABLE 1

RURAL ASSISTANCE PROGRAM
Grants: June 1988 - September 1990

<u>GRANT NUMBER</u>	<u>IMPLEMENTING AGENCY</u>	<u>GRANT AMOUNT</u>	<u>PROVINCE</u>	<u>TYPE OF ASSISTANCE</u>
* 1	Afrane	\$631,295	Herat/ Badakshan	Wheat, seed, fertilizer and food supplies irrigation work, and live-stock
* 2	Afrane	\$49,985	Badakshan	Emergency assistance to drought victims
* 3	Save the Children	\$33,050	Zabul	Seeds, agricultural assistance, irrigation work
* 4	Mercy Corps	\$49,990	Kandahar	Emergency relief supplies
* 5	Mercy Corps	\$200,000	Kandahar/Zabul	Wheat and food supplies, irrigation work
* 6	Afghanaid	\$800,000	Kapisa	Wheat and food supplies, irrigation work
* 7-A	Solidarites Afghanistan	\$160,000	Herat	Cash for food, irrigation work, road repair
* 7-B	Solidarites Afghanistan	\$160,000	Kandahar	Emergency cash for food, irrigation work
* 7-C	Solidarites Afghanistan	\$160,000	Kabul	Emergency cash for food
* 7-D	Solidarites Afghanistan	\$160,000	Wardak	Emergency cash for food
* 7-E	Solidarites Afghanistan	\$160,000	Kapisa/Takhar	Emergency cash for food, irrigation work
* 8	Afghanaid	\$229,980	Badakshan	Wheat and food supplies
* 9	Afghanaid	\$49,990	Parwan/Baghlan	Emergency food/blankets: Salang Highway
10	Save the Children	\$656,299	Nangarhar/Ghazni	Wheat seed, fertilizer, Agricultural tools
11	Save the Children	\$137,016	Nangarhar Ghazni/Baghlan	Women's income generating projects
12	Save the Children	\$293,633	Zabul	Irrigation work, agricultural assistance
13	Save the Children	\$373,438	Zabul	Rural works project to repair roads
* 14	Mercy Fund	\$116,250	Nangarhar	Emergency relief supplies
* 15	Afghanaid	\$41,550	Badakshan	Emergency food supplies
16	Afrane	\$299,800	Kandahar	Cash for food, cash for work, irrigation work
* 17	Mercy Fund	\$111,468	Nangarhar	Emergency relief supplies
* 18	Mercy Fund	\$277,605	Nangarhar	Rehabilitate Ghaziabad State Farms 2 & 4
19	Afghanaid	\$288,359	Kunduz/Takhar	Seeds, fertilizer, live-stock, irrigation work
* 20	Afghanaid	\$276,675	Badakshan	Seeds, fertilizer, live-stock, irrigation work
* 21	Afghanaid	\$309,986	Kapisa	Seeds, fertilizer, live-stock, irrigation work
22	Afghanaid	\$104,149	Kunduz	Seeds, fertilizer, live-stock, irrigation work
23	Care International	\$1,044,911	Kunar	Agricultural supplies, cash for food & work to repair houses, roads, irrigation systems
24	Afrane	\$166,998	Logar	Improved wheat seed, tractors, irrigation work
25	Afrane	\$89,775	Badakshan	Improved wheat seed, irrigation work
26	Afrane	\$143,827	Herat	Improved wheat seed, tractors, irrigation
27	CHA: Coordination for Humanitarian Assistance	\$263,136	Farah	Cash for work, road repair, irrigation work
* 28	Mercy Fund	\$125,954	Nangarhar	Emergency relief supplies
29	Solidarites Afghanistan	\$98,075	Kabul	Cash for food
30	Solidarites Afghanistan	\$91,153	Kandahar	Tractors, irrigation work, rebuild water mill
31	Solidarites Afghanistan	\$101,158	Wardak	Irrigation work
* 32	Mercy Fund	\$470,000	Nangarhar	Rehabilitate Ghaziabad State Farms 2 & 4
33	RAFA: Reconstruction Authority for Afghanistan	\$185,000	Peshawar	Administrative support
* 34	CAR: Coordination for Afghan Relief	\$47,260	Ghazni	Irrigation work
** 35	Afrane	(\$30,000)	Badakshan	CANCELLED
36	CHA	\$28,057	Ghor	Cash for work, road repair
37	Solidarites Afghanistan	\$157,536	Wardak	Irrigation work
38	CAR	\$145,233	Ghazni	Cash for work, irrigation work, tractors
39	Afghanaid	\$196,076	Kapisa	Improved wheat seed, fertilizer
40	Afghanaid	\$198,575	Kunduz	Cash for work, irrigation work, seed, fertilizer
41	CAR	\$55,474	Wardak	Cash for work, irrigation work, tractors
42	CHA	\$217,338	Farah	Cash for work, irrigation work
TOTAL AMOUNT		\$9,956,054		

* Completely Liquidated = \$4,621,038

** CANCELLED: Funds returned to RAP

RURAL ASSISTANCE PROGRAM

Grant Locations

